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ABSTRACT

This is part of the final report on a project that focused on the inservice training needs of correctional personnel in the Illinois penal system. Most of this volume is devoted to an overview of existing staff training for line personnel and parole agents; an assessment of unmet training needs; group discussion and other demonstration projects in staff training; an annotated list of 130 training films; and an analysis of questionnaire responses from 1,292 employees at six penal institutions under the Illinois Department of Public Safety. Also included are summaries of the original project proposal and for its continuation, statistical data from a survey of 66 county sheriffs, the first issue (August 1968) of a newsletter for staff trainers, employment opportunities in the Illinois system for college and university graduates, and a tentative schedule of workshops and other training activities for the continuation year. (See also AC 006 760 and AC 006 762.) (LY)

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FINAL REPORT

State In-Service Training For Correctional Personnel

O.L.E.A. Grant No. 197

Volume II

Prepared by:

THE CENTER FOR THE STUDY OF CRIME, DELINQUENCY AND CORRECTIONS
Southern Illinois University Carbondale, Illinois

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VOLUME II

Final Report

Office of Law Enforcement Assistance

Grant #197

STATE IN-SERVICE TRAINING FOR CORRECTIONAL PERSONNEL

by
George W. Kiefer

September 1968

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Preface

Volume two of OLEA grant #197 Final Report brings together most of the more important documents or reports produced during the course of grant activities. For the larger part, each report is reproduced here without alteration from the original.

Numbers II through IX, inclusive, have previously been distributed to correctional management personnel in Illinois, professional correctional organizations, concerned governmental bodies, and college or university personnel in Illinois having interest in corrections. In addition, two copies of each publication has previously been forwarded to the Office of Law Enforcement in Washington, D.C.

This Final Report is prepared in connection with OLEA grant #197---State In-Service Training for Correctional Personnel---and is jointly sponsored by the Office of Law Enforcement Assistance, U.S. Department of Justice; the Center for the Study of Crime, Delinquency, and Corrections at Southern Illinois University; and with cooperation of the Illinois Department of Public Safety. In all instances, responsibility for documentation and authorship rests with the Project Director.

Summary of OLEA Grant #197 Original Proposal

A. Initial Grant Proposal: The initial objectives of O.L.E.A. grant #197 were as follows:

1) an intensive survey of staff-training needs re each correctional unit in Illinois, with special emphasis upon the adult offender;
2) a survey of community resources appropriate for the needs and programs of correctional staff-training;
3) design of staff-training programs for correctional personnel which are in line with present situations and modern corrections theory.

Each of these objectives were integrated into all project activities. With time and accumulated knowledge, we sought to outreach and set additional pertinent objectives having special relevance for our study project.

A general outline of priorities for study was established in the proposal; however, as project activities progressed and new information emerged, there was some minor adjustment of the emphasis to be placed upon a given group or function. (For example, less emphasis was placed upon extensive pilot or demonstration programs than had been originally envisaged--this due to the complexity factors encountered in the study). In any case, the major thrust of original proposal design has been followed and it's outlined goals met fully.

B. Interim Goals and Objectives: As previously indicated, a series of interim goals/objectives were developed by which we could measure project progress and impact. Foremost among these was the reaching of a goodly representation of Illinois correctional personnel (either key personnel or function-representatives) so as to assure our accurate view of the whole and its parts. This was accomplished through extensive interviews and a large-scale questionnaire.

A second interim objective was the securing of initial indications for support of those correctional orientations and methods advocated by professionals in the field. Since our built-in view of staff-training must be conceptually-based in this arena of rehabilitation and treatment consistent with the real needs of security, we felt the need for strategizing our project in terms which would gain support from key personnel. To do this, we talked at length with management securing their views and competent advice based upon their many years experience. In turn, we were able to explain some of our views and perceptions relative to the need for and place of staff-training in Illinois corrections. While agreement was not always reached, a channel of future communication and access for the implementation of correctional staff-training was opened.

Our third interim objective was to provide feedback to correctional personnel in Illinois. To do this most effectively, we have provided a series of reports focused upon selected topics relevant to correctional staff-training in Illinois. Each has been distributed among selected agencies and individuals involved in, or having interests in, Illinois corrections.

C. Methodology: To accomplish our goals and interim objectives most effectively and efficiently, project activities were structured so as to provide readily indentifiable and actively meaningful data. Methods used to study the Illinois system of corrections were necessarily adapted to the demands of system complexity, time allotted, funds and other resources available; however, at no point did we feel that these limitations seriously interfered with our progress towards goal achievement.

A major method used to obtain information found the project director involved in extensive interviewing of correctional personnel (at all levels of responsibility), in locations and organizations throughout the state.

A second method involved the use of a written questionnaire distributed to approximately 1,800 personnel in correctional elements of the Illinois Department of Public Safety. The 1,282 respondent questionnaires have been processed and are discussed elsewhere in this volume.

A third method concerns the review of literature touching upon corrections in Illinois. This included access to much material not available to the general public.

Our fourth method utilized the good counsel and advice of many resource persons and agencies having involvement with or interest in Illinois correctional clients. Included in this category was the use of an out-of-state consultant (Mr. Paul Bailey) to review our project and preliminary-draft continuation grant proposal.

Finally, from personal observations of the many correctional settings in Illinois, we were able to draw certain tentative conclusions relevant for the needs and opportunities applicable to staff-training.

II.

Survey of Local Correctional Institution Administrators

Illinois has about 102 county jails and about 50 police lockups. In almost every instance, administration is autonomous with no provision or possibility for desirable standardization of physical facilities, operational procedures, financing, staffing, and so on. In addition to this lack of standardization, local institutions vary widely in the size and turnover of inmate population.

To reach the widest possible group of administrators for local correctional institutions, a questionnaire was distributed to each of the 102 county sheriffs in Illinois. After a written followup, we received a total of 66 respondent questionnaires representing a wide geographical and population-size distribution.

Appended here is our letter of May 15, 1968 to the sheriffs of Illinois providing feedback for their information.

SOUTHERN ILLINOIS
UNIVERSITY

Carbondale, Illinois 62901

Center for the Study of Crime, Delinquency, and Corrections

May 15, 1968

Sheriff
County Court House
Illinois

Dear Sheriff:

I want to thank those of you who took the time to answer our letter for your assistance in completing the recent questionnaire we mailed to you. The results have been tabulated and are attached to this letter.

It is our sincere hope that this tabulation will lead to assisting the sheriff's offices of Illinois in their training efforts. Presently, we are engaged in planning a statewide staff-training program for correctional personnel at all levels--this to be funded jointly by the state and federal governments.

As a result of this survey, we are exploring the possibility that we could write some form of deputy-training-program into our plans which would serve as a foundation for further on-the-job training. This is now being tentatively planned.

In addition, the results of our survey are being communicated to the Illinois Commission on Local Law Enforcement. This Commission is actively engaged in providing assistance in various areas of police training and would presumably be interested in exploring the areas suggested by our survey.

I think that it might also be helpful for you to know that the University of Wisconsin, in conjunction with an Office of Law Enforcement Assistance funding grant, is about to start work on a Jail Administration correspondence program which will be geared to your daily program and based on modern correctional philosophy. The course should be ready in about a year and will be announced through the National Sheriff's Association.

It is our hope here at the Center that we can be of service to you in the future in those areas which are of mutual concern.

Sincerely,

Geo. W. Kiefer

George W. Kiefer
Project Director

GWK:ms

I. Of the 102 counties in Illinois, 66 responded to our questionnaire representing a wide geographical and population distribution.

II. Number of full-time deputies: ranged from none (0) to 97 with an average of 14½. Sixteen counties had more than the average, while the other fifty had less.

III. Number of salaried part-time deputies: ranged from none (0) to 15 with an average of 1. Eighteen counties had more than the average, while the other forty-eight had less.

IV. Number of non-salaried deputies: ranged from none (0) to 500 with an average of 28. Fifteen counties had more than the average, while the other fifty-one had less.

V. Are newly-hired deputies usually assigned to some type of on-the-job and orientation training?

Yes --- 55
No --- 11

In general, counties with large or very large staffs answered "yes", while medium-sized staffs were found most often in the "no" category.

VI. Does your office use any of the following agencies to provide in-service training for deputies:

A. The Federal Bureau of Investigation?
Yes --- 22
No --- 44

B. University of Illinois (Police Training Institute)?
Yes --- 21
No --- 45

C. Southern Illinois University (Police Institutes)?
Yes --- 10
No --- 56

D. Northwestern University (Traffic Institute)?
Yes --- 8
No --- 56

E. Other Colleges or Universities?
Yes --- 15
No --- 51

VII. Have any deputies completed the Jail Administration Course from the Federal Bureau of Prisons?

Yes --- 4
No --- 62

VIII. A) Do you, as sheriff, feel it worthwhile to have available a training course of orientation and in-service training for deputies, and made available to those counties wishing to participate?

Yes --- 63
No --- 1
Undecided --- 2

B) Would you be interested in having some of your staff participate if time and finances could be agreed upon?

Yes --- 60
No --- 5
Undecided --- 1

IX. If such statewide or regional training plans materialize, do you have adequate staff coverage to permit one or more of your deputies to be away from the office for several days to participate?

Yes --- 58
No --- 5
Undecided --- 3

X. If such statewide or regional training plans materialize, what two or three topics could be most usefully presented in training sessions, based upon your own counties experiences?

(Listed in order of how many times mentioned)

A. Investigation Techniques (31)
B. Advanced In-Service Training (28)
C. Court Procedure (24)
D. Arrest Procedures/Search & Seizure (20)
E. Criminal Law (17)
F. Jail Operations (14)
G. Public Relations (9)
H. Office Operation (7)
I. Communications (5)
J. Riot Control (4)
K. Human Relations (3)
L. Juvenile Procedures (3)

III.

Current Status of Staff-Training in Illinois Corrections

This section presents OLEA grant project #197, Report #4. The purpose of this report is to provide a succinct overview description of correctional staff-training programs in Illinois. As such, the report is descriptive rather than analytical and supportive of a particular point-of-view.

PROJECT REPORT #4

CURRENT STATUS OF STAFF-TRAINING IN ILLINOIS CORRECTIONAL ORGANIZATIONS AND FACILITIES

May 1968

by

George W. Kiefer

(This report is prepared in connection with Grant #197--State In-Service Training for Correctional Personnel--and is jointly sponsored by the Office of Law Enforcement Assistance, United States Department of Justice; the Center for the Study of Crime, Delinquency, and Corrections at Southern Illinois University; and with the cooperation of the Illinois Department of Public Safety.)

Preface

This report is one in a series produced in the course of activities for the project. Each such publication will be distributed locally as appropriate, and additional copies made available to the O.L.E.A. agency in Washington, D. C.

Report #4 is a focused report giving an overview description of correctional staff-training programs in Illinois. Although the style of writing and orientation within the report may imply a bias towards additional training, no attempt is made here to assess training needs. The latter will be the subject of Report #5, due for release in June of 1968.

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I.

Introduction

The purpose of this report is to describe in some detail the current status of staff-training for line personnel and parole agents in Illinois corrections today. While the report will be primarily descriptive, commentary and/or analysis of particular data will be included wherever this seems appropriate for a fuller understanding of the basic facts.

Information for this report has been gathered from a variety of sources (including interviews with various staff levels, questionnaire analysis, search of literature relevant to Illinois corrections) and the total product reduced to a brief description for inclusion here. Although specific detail or items have been omitted for the most part, a genuine effort has been made to capture the thrust and orientation of the individual organizations or facilities described -- especially in terms of staff-training philosophy and activity.

II.

Illinois Department of Public Safety

A. The Illinois Department of Public Safety is the organization having responsibility for adult non-local institutional corrections and adult parole services. The Department operates six institutional facilities with a population of about 8,700 inmates and a field parole unit supervising over 3,000 parolees. For this client population, the Department has 1,400 institutional employees whose primary role is concerned with custody, 500 other institutional employees, and 63 parole agents supervisors. The most recent Departmental budget includes an appropriation of $32,700,000 for correctional services and activities (exclusive of $8,300,000 for prison industries).

Administrative organization of the Department is somewhat difficult to diagram for a number of reasons not having appropriate relevance in this report; however, the corrections element within the Department can be described briefly. The Department Director, Ross Randolph, exercises general administrative direction and has responsibility for all correctional operations. In the Springfield General Office, a small group of presumably high-level personnel have duties either wholly or partially concerned with institutional corrections including:

a. the state criminologist (also special assistant to the Director)

b. The superintendent of prisons

c. the superintendent of prison industries

d. the personnel officer

e. the business manager

f. the executive assistant (assistant director of Department)

Only the first of these appears to have significant direct staff supervisory responsibilities; hence, the occupant of this role does not occupy a conventionally-defined staff position in organization theory. The four remaining positions are rather standard staff positions with primarily advisory responsibility/ capability in their relation with the various scattered facilities. It is apparent that the Department's institutions occupy a substantially autonomous role in their daily operations -- and to a large degree in long-range plans.

In addition to the above, the Department operates a Pardon and Parole Board (the legally-constituted organization for granting or revoking of paroles, in addition to hearing pardon appeals for the Governor) and a Parole Supervision Unit. Again, these units are substantially autonomous in their activities and orientations.

The Department of Public Safety does not have a General Office staff position concerned primarily with staff-training; neither, in addition, is their a General Office position dealing with correctional staff-training. Individual General Office staff have expressed varying degrees of interest in such training, but little concrete and substantive interest in this activity has been demonstrated until recently. With the involvement of the Department in a survey and planning grant funded by O.L.E.A., interest has sharpened somewhat. It is the writers subjective impression based upon study over the past months that most

General Office level staff support the idea of a much expanded staff-training program; however, the priority assigned to training as compared to other Departmental or facility operations is somewhat disappointing. It is apparent that a clear notion of the advantages, means, and programs of modern staff-training methodology has not sufficiently been explained to many in this group. The absence of top administrative overt support for this activity may account for the low priority.

Presently, no appropriation exists at the General Office level for staff-training; however, in those instances where specific short training programs were supported by the general office, necessary expenses were paid from a contractual services account.

B. Joliet Penitentiary: Although this facility is administered by a single warden, four geographically and logistically partially separated units are included under this rubric. In addition to Joliet-Statesville and Joliet Branch (each large maximum-security units with vocational, educational, work, and secure non-activity settings) there is a Prison Farm and the Diagnostic Depot. The latter receives all new inmates from northern Illinois for approximately a 30 day diagnostic-planning phase of institutionalization, and then transfer to one of the other Department facilities. Each unit has its own distinct culture, set of values and attitudes, and method of operation -- all of this within the context of an overall effort by Warden Pate to organize the units in a manner that will stimulate their acting as one unit. The Joliet complex employs nearly 800 staff, with a little over 600 being in custodial roles.

It has been Departmental policy (generally adhered to) that all new line custodial personnel will receive orientation training at the Joliet complex, and specifically at the Joliet-Statesville facility. To permit this, a lieutenant in the custody force has duties exclusively concerned with planning and implementing this training. The orientation training program varies in length from two to three weeks and enrolls between twenty-five and fifty trainees. A new group is started in the training program approximately each four to six weeks. In addition to the equivalent of several days in classroom study and lecture, considerable emphasis is placed upon moving the trainee into closely supervised on-the-job situations. As would be expected, almost exclusive emphasis is placed upon the many aspects of custody and security which are to be so important for the line officer employee. As replacements are needed in other facilities, a waiting-list of transfer applications is consulted to secure a transfer employee.

In addition to the orientation program, some activity has been noted in providing in-service training for small portions of the total custodial staff. One such effort involved approximately forty staff in a series of periodic meetings patterned much like a Dale Carnegie type of course -- this being sponsored and funded by W. Clement Stone. The program apparently provoked a wide range of attitudes concerning its value to staff. Other sporadic training activities have taken place to meet specific needs or problems; however, such training was always brief and did not have the systematic continuing aspect which modern training programs must have for greatest effectiveness. It must be noted that staffing problems, until the very recent past, were such as would have imposed considerable hardship upon institutional administration and staff, should an intensive staff-training program have been in operation.

About one year ago, a lieutenant assigned to Joliet attended an eight-week workshop at Southern Illinois University (funded by O.L.E.A.) to assist in developing his ability as a training officer. To date, this officer has assisted to a limited degree in the orientation training program and has presented limited programs of in-service training; however, with an apparent recent bettering of the staffing situation at Joliet and the impetus of this O.L.E.A. project, there is some indication that this officer will become increasingly more concerned and involved with staff-training responsibilities.

Although it has not been held for four years, one additional training activity bears mentioning. For a number of years, the Department of Public Safety sponsored a full-time six-week Correctional Staff-Education Institute at Lewis College in Lockport, with most subsistence facilities being provided at Joliet. The program brought together a scattering of Department personnel from around the state, and attempted to provide them with a common foundation of corrections knowledge. Technical as well as general information was presented during the Institutes. From comments elicited during interviews with persons who had been involved in the Institutes (either as instructor or trainee) it is apparent that the training was well-received and germane to the role of correctional employees.

Occasionally individuals from the Joliet complex have been involved in individual training situations of various sorts, both within and outside of the Department. These occasions have been provided within the confines of limited funds and severe staffing shortages; nevertheless, the value gained by individuals receiving such training seem to offset the inconvenience necessarily produced for institutional staff. A few employees have attended courses at nearby colleges.

In summary, the Joliet facilities have in operation a full-time orientation training program for new line officers and a very short training program for other new staff members. The in-service training program, however, is minimal--both in terms of program presented and numbers involved. Present administrative attitude at the facility suggests a real interest in expanding both types of training activity. In addition, while the facility is not overstaffed by any stretch of the imagination, administration has indicated that staff time will be available for future training activities, and that this could be during normal working hours. In a sentence, the future for staff-training at the Joliet facility seems promising--and especially if outside assistance is available for planning, implementation, and consultation assistance.

C. Pontiac Penitentiary: This facility is a medium to maximum-security unit whose primary mission involves the custody and rehabilitative treatment of young inmates (17-25 years of age). The inmate population averages about twelve-hundred, with staffing at approximately 235 custodial and 90 non-custodial employees. In addition to an institutional work program, Pontiac provides a heavy emphasis on vocational and academic training.

Up until the past two or three years, the Pontiac facility received its new line correctional officers from Joliet by transfer; however, with increasingly severe staff shortages and the difficulty in obtaining transfer applicants for Pontiac, informal permission was granted for the institution to do its own recruiting and training. This course has been followed with direct responsibility for such training falling to the senior guard captains at Pontiac. In the main course, an on-the-job training model was followed with the new officer being placed next to a seasoned employee who could presumably pass on appropriate and necessary knowledge. No formal program of systematic and evaluation-stimulating knowledge has been produced to this point.

In-service training activity is proceeding on a rather small-scale, although with some consistency. At present, the in-service training program consists of occasional lecture-type presentations for selected portions of the staff. The program is situation-oriented and is little concerned with staff-client relationships, per se. Occasionally, a staff member will be assigned to some departmental or external training activity--usually of a brief nature although some employees have taken college courses in nearby colleges.

In summary, the Pontiac facility has a severely limited staff-training program which reaches limited numbers. Little impetus towards much further training is currently in view for several reasons -- perhaps the two most serious of which are (a) a strong concern with current staffing problems, and (b) a strong undercurrent of management disinclination towards acceptance of training values within current Departmental and institutional patterns or limits. On the other hand, some interest has been expressed in training which would be directly germane to the individual employee role -- a note of optimism in an otherwise difficult picture for future training possibilities at Pontiac.

D. Menard Penitentiary: The Menard complex, in parallel to Joliet, is composed of three units--the general division, the psychiatric division, and the prison farm. A diagnostic depot for Southern Illinois is also at Menard. All are under the administrative direction of a single warden. With an average inmate population of slightly under 2,000, Menard has a custodial staff of about 340 and a non-custodial staff of 130. The mission of this facility parallels that of Joliet--basically maximum-security setting for custody and rehabilitation. In addition to institutional-work programs, Menard provides vocational and academic training.

The psychiatric division at Menard provides a unique setting in Illinois with inmates being placed there directly by the courts or by transfer from other Departmental institutions. Clients in this unit are inmates first, patients second. The most recent population average for the psychiatric division was approximately 450.

Staff training at Menard has not been a priority item in the past and until very recently, has been given only token interest. As will be recalled, orientation training of new line officers takes place at Joliet; however, additional orientation training must presumably occur when an employee transfers to another institution, including Menard. At the latter, a transferred line correctional officer will receive one to two weeks of special orientation training providing him with the necessary set of attitudes, skills, and knowledge which will permit his most effective performance in the new job. As was heard elsewhere, it was not unusual to hear the comment at Menard that the newly-transferred employee needed to be untrained--then retrained for the reality factors inherent in his job role. It should also be noted that the low rate of turnover (reportedly in the neighborhood of less than 7% a year) suggests that orientation training is not a major problem, in any case.

Staff-training on an in-service basis has not taken place to any significant degree in recent years. While there have been occasional group meetings called by administration to provide brief training for specific situations, such programming was not of a systematic and continuing nature as is deemed by professional trainers to be necessary for maintaining high levels of employee performance. Again, a significant factor in accounting for the absence of such training until recently has been a staffing shortage which was brought acutely to employee attention during a riot several years ago--however, short staffing was not a precipitating riot cause, but rather a sensitive point among the employee group as a result of the riot. A few employees have attended various courses in nearby colleges.

Currently, a lieutenant is attending an eight-week institute at SouthernIllinois University (funded by an O.L.E.A. grant) with the purpose of becoming more knowledgable in the contents and techniques applicable to correctional staff-training. It is assumed that upon return to Menard in June, he will be involved to a substantial degree in in-service staff training--in addition to previous responsibilities for orientation re-training.

In summary, Menard has provided orientation re-training for transferred employees; however, in-service training has been minimal. There is substantial reason to believe that administration is receptive to the notion of a moderately intensive staff-training program for current employees--provided that training logistics and content areas are carefully programmed. It appears that the future for staff-training at Menard is moderately bright within the foreseeable future.

E. Vienna Penitentiary. With an average inmate population of approximately 160 and a custodial staff of approximately 40 out of about 80 employees, Vienna represents a unique institution in the Illinois system of corrections. The mission of this facility is to provide a minimum-security setting which emphasizes treatment and rehabilitation. Community involvement is encouraged. In addition to a substantial institutional work program, Vienna is moving towards a vocational training program.

The small size of this institution, combined with focusing of most management decisions at the warden level, has produced unusual staff-training situations. For example, approximately 20% of the employees are currently enrolled in various college-level training programs designed to permit a fuller grasp of the modern correctional movement and its concomitants.

Another remarkable program of staff-training involves the voluntary attendance by upwards of 50% of total staff, many families of staff, and others in a once-monthly evening training session with an instructor from nearby Southern Illinois University. The emphasis has been on discussion and trainee involvement. Acceptance by staff has been very good. Recently, voluntary attendance by inmates in the same training sessions was permitted.

It should be noted that turnover at Vienna is extremely low; however, a new transfer employee must undergo a considerable transformation in terms of role, attitudes, and responsibilities. This orientation is a task of the warden and senior guard captain.

In summary, staff-training at Vienna has taken on a dimension of appropriate orientation and awareness consistent with minimum-security programming for institutional management and change processes. The active interest of staff at Vienna in receiving such training is obvious; and, management presumably is inclined to go further in this direction.

F. Illinois State Farm (Vandalia). This facility for inmates sentenced to one year or less, has an average of approximately 1,000 inmates, and a staff of about 135 custodial out of a total of 200 personnel. Since this facility provides for short-term institutionalization only (with an average stay in the vicinity of six months) the prevailing program available until recently has been institutional-labor (basically farming). Recently, a small-scale educational program has been put into effect but has, thus far, involved very small numbers of inmates. The importance of this educational unit is obvious in light of the increasing proportion of younger inmates at Vandalia.

Staff-training at Vandalia has not been a priority program in the past. Only minimal orientation training was provided for the newly transferred employee and in-service training for current personnel was at a bare minimum. The present in-service program involves approximately 50% of the custodial personnel group in a weekly meeting (10 weeks) of sixty to ninety minutes. The main purpose of the program is to better acquaint institutional personnel with total operations of the facility services. The program presents a descriptive-information model for training.

On occasion, a management-level staff person will attend brief meetings or conferences away from the institution.

In summary, programming for training is at a low level in the Vandalia facility; but, at the same time, there appears to be administrative recognition of various needs in the institution which could be met through training. Particularly at this institution, future training programs based upon realistic and appropriate assessment of needs would seem essential; however, these same needs will produce substantial resistance factors and negative re-enforcement for training efforts. If appropriate "outside" assistance could be provided this facility in planning and implementing realistic training programs, it is my impression that management would welcome and support this aid.

G. State Reformatory for Women (Dwight). The womens reformatory has an inmate population of approximately 175 and a total staff of approximately 120. Of the latter, a little over one-half was concerned with primarily custodial duties. (Note: recent statistics indicate that this facility is 13% under its number of current budgeted positions.)

The Dwight facility handles both felons and misdemeanants who are at least eighteen years of age. The program at Dwight emphasizes vocational and academic education for inmates, with particular emphasis on industrial sewing training.

Training at Dwight is of three types: (1) employee workshops, (2) in-service training for new Correctional Officers, and (3) training for persons in Guard categories. In each case, the training program was structured and produced locally to meet rather specific institutional needs. Of the three, the major training effort consisted of two employee workshops for most staff. Each workshop was rather brief (less than ½ day) and a systematic continuing format for maximum effectiveness in training was not present. Present plans call for a continuation of training programming at approximately this same level, but with the way apparently open for outside assistance in planning, implementation, and evaluation of expanded training efforts.

In summary, staff-training at the Dwight facility is occurring--but probably not effectively as it could be. Integrated and systematic training seems far from reality at this point. Management appears interested in upgrading training activities, but is oriented towards notions of institutional uniqueness. A program which is primarily developed by an outside agency, but with institutional staff assistance, would seem to be useful and acceptable in this setting.

H. Division of Parole Supervision. This unit is staffed by a superintendent, eleven parole supervisors, and fifty-two adult parole agents. Objectives of this unit include the supervision of parolees, assisting them in reintegrating into the community, protection of society, and the prevention of recidivism. A late Departmental publication mentions . . . "authoritative casework procedures . . . used." Approximately 3,000 adult parolees are under supervision, which makes an average caseload of over 57 cases. To a large degree, the parole agents function in a substantially autonomous manner without formal ties to other parts of the correctional process in Illinois.

Training within the Division is the responsibility of a full-time training officer. This trainer has a background of military service (a retired colonel) and presumably has both leadership and organizational ability. The trainer has produced an Operating Manual for Parole Agents which has both literary and substantive merit--in addition to being useful to the adult parole agent role in Illinois.

A second training activity involves periodic staff conferences chaired by the trainer and attended by a segment of the parole staff. Frequently, an outside consultant is acquired to assist in the training conferences. In general, this type of training activity emphasizes general correctional information rather than the technicalities of role performance as a parole agent. During a year's period, each agent will participate in several such training sessions. Some agents have attended various college courses as a training vehicle.

In summary, this Division has a decided advantage in training by having a ful-time staff member available for this activity. Considerable progress has been made in providing a foundation for further training programming; however, the value management attaches to training is somewhat less than optimal for program expansion and maximum positive impact. It is anticipated that the present program could be profitably expanded; provided,

(1) some degree of outside assistance in planning and implementation is provided, and (2) a Department-wide impetus for increased staff-training programming stimulates Division management to make better use of training opportunities.

III.

Local Institution Staff-Training

For this report, the term "local-institutions" is used to refer to county jails, city police jails and lockups, and similar special facilities for youthful offenders. Although the report is based upon survey and/or interview of 114 such facilities in Illinois, it is likely that the total number of such institutions would be more than two and one-half times greater.

A. County Jails. A survey was conducted by mail of the 102 sheriffs in Illinois (with personal follow-up visits to a 10% group) to learn of staff-training practices. Sixty-six counties responded--and provided significant information about present training practices--plus, an indication of their interest in additional training opportunities. In outline form, some results obtained from this survey included the following.

1. Newly-hired deputies receive orientation and/or on-the-job training:

Yes --- (83%)
No --- (17%)

2. Agencies used to provide in-service training for deputy staffs:

F.B.I.--------------------------------------33%
University of Illinois (Police Inst.)-----32%
Southern Ill. Univ. (Police Inst.)-------11½%
Northwestern Univ. (Traffic Inst.)--------12%
Other Colleges------------------------------17%
Fed. Bur. Prisons (Jail Admin. Course)---- 6%

3. Sheriffs' opinion of value for availability of training courses (orientation and in-service types) for deputy staffs, and made available to those counties wishing to participate:

Yes --- (95%)
No --- (2%)
Undecided --- (3%)

4. Sheriffs interested in having some of their staff participate in such training:

Yes --- 91%
No --- 7½%
Undecided --- 1½%

5. If such statewide or regional plans materialize, is your staffing adequate enough to permit one or more deputies to be away for several days of training?

Yes --- (88%)
No --- (7½%)
Undecided --- (4½%)

6. Topics suggested spontaneously by sheriffs for inclusion in such training included the following (with numbers in parentheses indicating times mentioned):

a. Investigation Techniques (31)
b. Advanced In-Service Training (28)
c. Court Procedures (24)
d. Arrest/Search & Seizure (20)
e. Criminal Law (17)
f. Jail Operations (14)
g. Public Relations (9)
h. Office Operations (7)
i. Communications (5)
j. Riot Control (4)
k. Human Relations (3)
l. Juvenile Procedures (3)

7. Sixty-two sheriffs requested a copy of the final tabulations.
8. A number of sheriff respondents wrote additional comments on the questionnaires indicating an interest in attending such training courses themselves.

Some additional comments are in order concerning current training activities for jail operations. In most counties, except for orientation training which will only incidentally relate to jail operations, staff-training for the various elements involved in jail management is missing. At the same time, the survey questionnaire and follow-up visits indicated substantial interest in having staff receive training to establish a competency in this area; provided, training content is reasonably related to the sheriff-perceived duties and knowledge which are consistent with the deputy role. Interestingly enough, much of the Project Director's time during personal visits involved an explanation of present training possibilities around the state--a subject of considerable interest to them.

Among the city police jails and lockups, it appears that staff-training activity is even more infrequent than is the case in county jails. Time prohibited questionnaire surveying of facilities in this category; however, personal talks with a number of police officials and staff from around the state suggest certain conclusions:

1. Staff-training for jail/lockup operation is a minute activity, even in otherwise active training programs.

2. Particularly in the larger facilities, substantial interest in appropriate staff-training was noted, and especially in the following content areas:
    a. Arrest/Search and Seizure
    b. Human and Community Relations
    c. Communications
    d. Investigations
    e. Riots and Similar Emergencies
    f. Jail Operations

3. Many police departments have active training programs in what might be termed 'traditional' police subjects and many utilize outside agencies as training resources; however, such training would not preclude expanded training programs provided by outside organizations.

The suggestion is apparent, then, that police departments have interest in providing further training for their staffs, including in those specific content areas having relevance for jail operations.

B. Special attention must be given to two very large local-type institutions located in the metropolitan Chicago area--the Chicago House of Correction and the Cook County Jail. Each of these facilities is an independent unit serving the special needs of local governmental bodies. In the past year or two, each has been subjected to public scrutiny by various investigatory bodies (both official and private) and have been criticized for various alleged shortcomings. Among the latter, prominent attention was given to the matter of staff-training--or the abscence of such training. It seems to be a fair statement to say that staff-training activity, systematic and based upon institutional needs, was non-existent in either institution.

The top administrators at each of these Chicago correctional facilities have spoken of the desirability, if not necessity, for having an adequate staff-training program. Verbal support is given for orientation and in-service training activities; however, until very recently, practical support and implementation was rarely found. Reasons for lack of training in the past include the following:

1. a severe lack of personnel at all levels;
2. the low quality of new personnel (particularly among the custodial staff) which apparently seemed to prohibit training activities;
3. a lack of funds for general institutional operations, and particularly for activities connected with training;
4. a tradition of low-priority for training.

Much of the above reasoning remains today; nevertheless, there is currently movement towards programming for such training in the future.

The Chicago House of Correction, for example, has recently appointed a staff member to a position involving primarily staff-training. At the moment, almost total emphasis is on providing new custodial employees with standardized periods of orientation training. A new training group is formed as needed by institutional operations. The major share of attention in this program is devoted to providing instruction in daily custodial tasks of the new correctional guard; however, consideration is given throughout the training program to role components and their impact upon both institutional operations and inmate rehabilitation. The trainer in this setting has expressed considerable interest in himself receiving further informational and technique training in order to better prepare for future programs. At the same time, the institution administrator indicates his interest in expanding the staff-training program--including the obtaining of various support activities from outside agencies.

The Cook County Jail has numerous problems which are yet to be conquered. One of these is the planning and implementation of adequate staff-training programming for jail personnel. Within the past three months, a new administrator has taken over supervision of this facility and is now in the process of instituting various changes. There is some indication that a staff-training program will be forthcoming in the near future, possibly with some assistance being provided by the John Howard Society of Illinois.

IV.

Staff Training in Illinois Probation

The probation system in Illinois consists of at least 102 seperate, virtually autonomous, organizations spread throughout the state. Staffing ranges from one part-time nonpaid volunteer in a southern rural county to more than 30 full-time paid probation officers. Prerequisite qualifications for appointment to this position show wide variation with professional training being rare.

Although the specific situation varies from place to place, the operational definition of probation is usually based upon some combination of supervision accountability (with an orientation favoring law-enforcement duties) and authoritative casework formulation. What statistics are available suggest that probation is used rather often in Illinois and that probation officer caseloads are usually high.

Recent legislation has provided some stimulus towards upgrading of Illinois probation staffs by assisting local counties financially. In return, local counties will be required to institute certain personnel practices which will help to provide better trained and professional employees for probation.

Staff-training for Illinois probation is currently at a very low level with, in many cases, no such activity existing. On a statewide level, a state correctional association holds an annual 2½ day meeting which provides 'some' training; however, less than one-half of the more than 102 probation organizations are represented at these meetings. Other training activities involve sporadic individual attendances at conferences and similar settings. In-house training capability within Illinois probation is non-existent.

From a number of personal conversations with probation officers from around the state, one fact seems to stand out--a high degree of role defensiveness and superficial rejection of staff-training programming. This attitude is running so strongly in many probation offices that initial implementation of a training program will be very difficult--and especially so if approval by various judiciary involved is not actively given. Nevertheless, the training need is so strong that efforts should be made to supply such training.

V.

Staff Training in the Illinois Youth Commission

An extended report will be issued separately concerning staff-training in this agency. Tentative date-of-availability for this publication is June 1, 1968.

IV.

Staff-Training in the Illinois Youth Commission

This section is being revised and will be included at a later date.

V.

Assessment of Staff-Training Needs in Illinois Correctional Organizations

In this Report #6 of OLEA grant #197, the staff-training needs of Illinois correctional organizations (except the Illinois Youth Commission) are dealt with at considerable length. Recommendations are included at various places within the report.

REPORT #6.

ASSESSMENT OF STAFF-TRAINING NEEDS IN ILLINOIS CORRECTIONAL ORGANIZATIONS

June 1968

By

George W. Kiefer
Project Director

(This report is prepared in connection with Grant #197-State In-Service Training for Correctional Personnel-and is jointly sponsored by the Office of Law Enforcement Assistance, United States Department of Justice; the Center for the Study of Crime, Delinquency, and Corrections at Southern Illinois University; and with the cooperation of the Illinois Department of Public Safety.)

PREFACE

The purpose of this report is to provide in some detail an assessment and analysis of Illinois correctional staff-training needs. In making such assessments, a multitude of considerations must be carefully weighed prior to the production of each recommendation. No attempt is made to balance these varying viewpoints in a mathematical sense; rather, the emphasis has been on providing a document which acknowledges the reality of today while looking intently toward the future, To the extent that the past months have provided accumulated insights into Illinois corrections, it is our hope to picture and take into account the major philosophical and empirical viewpoints that will shape future correctional programming in the state.

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I. INTRODUCTION

A.

General

During the past five months, an intensive study has been carried on under joint sponsorship of the Office of Law Enforcement Assistance, Southern Illinois University, and the Illinois Department of Public Safety. Varying degrees of cooperation were obtained from other correctional organizations in the state. From study of these organizations through a variety of means, a rather complete picture of Illinois corrections and correctional staff-training needs has emerged.

A few additional comments are in order to explain the methodology utilized in arriving at the need assessments which are reported in this paper. Three paths were followed in gathering the varieties of information necessary for a full understanding of the Illinois corrections systems.

1. Perhaps the most important method utilized involved a large number of interviews with correctional staff -- talking with between 275-325 persons for varying periods of time (ten minutes to three hours) plus repeat interviews for many key staff -- to learn of their perceptions and attitudes toward (a) corrections, (b) their own organization, (c) operational problem areas, (d) interest in staff-training, (e) and, the correctional client. Through such intensive contact, a wealth of background information

has been garnered which gives what the author believes is a true picture of functional correctional programming in Illinois today.

2. A second method, one which is somewhat more conventional in social science methodology, utilized a questionnaire. This questionnaire sought responses from most correctional employees of the Illinois Department of Public Safety which would provide (a) demographic-type of data, (b) a statistical indication of correctional staff interest in further training, (c) and, some indication of staff-perceived need areas for training. Although this questionnaire survey has not been completed and analyzed, sufficient preliminary data is available to suggest certain clearly-defined trends.

3. While the previous two methods have considerable merit, it would be remiss for the project to neglect the area of management plans for the future. Staff-training, to be more than a sanctified form of window-dressing, should be closely aligned to the continually developing plans for future organizational change. To learn of these plans and trends, additional interviews were conducted with correctional and non-correctional staff. Special emphasis was placed upon gaining an understanding of both short-range and long-range plans for Illinois corrections.

Finally, drawing upon the information produced by the three methods just described, and on other appropriate sources as well, a document is presented here which attempts to provide an account of current staff-training needs -- plus, a foundation for implementation of further training as future programs and philosophies develop. This document is to be regarded as a working-paper for preparing future correctional staff-training programs in Illinois.

B.

Organization for Training

One of the first statements that can be made regards the need for and verbalized acceptance of correctional staff-training programming. In interviews and questionnaires from all parts of the state, the overwhelming proportion of present correctional staff strongly support the idea of increased staff-training programming. With the single exception of county probation staffs, responses favoring the establishment of vigorous and systematic programs of training (both orientation and in-service types) were heard in a substantial majority of cases. Thus, our first 'finding' reads as follows: A substantial, if not overwhelming, interest in participation in increased programs of staff-training is noted among almost all levels of correctional personnel, and in all types of correctional organizations -- except county probation agencies.

A major concern of correctional administrators and middle-management involves the organizational mechanics of planning, developing, sustaining, and evaluating whatever training program seen as appropriate for a given setting. In many instances, there was genuine apprehension expressed to the Project Director that in-house capability for conceptually-organizing and aggressively stimulating staff training activity was at a low key -- or non-existent in a few instances. Many management staff indicated that, while staff-training programming must be flexible and appropriate for the needs of each specific facility, it should at the same time be systematized and integrated into a state-wide plan with very specific administrative support and direction. Repeated comments were heard bearing on this state-level coordination factor, to the point that one wonders if other disguised considerations lie just beneath the surface; indeed, there is much reason to believe that the latter is true. For example, can a single facility logically be expected to produce and sustain staff-training activity at anything more than a minimum level -- given the implied lack of interest and support for such activity based upon the small extent that it has occurred in the past?

It appears that correctional administrators in Illinois are willing to proceed in the direction of increased staff-training program and that, in many instances, there is genuine enthusiasm shown for the presumed values of such training for each institution.

On the other hand, these same administrators face at least two difficult problems in their approach to training:

a. At the facility level, a correctional administrator has and keenly feels a high-level of responsibility for total operation of the unit he supervises. The bureaucratic organization in much of Illinois corrections is such as permits the administrator little "real" ("real" in the sense of true and unbridled) delegation of authority functions. As a result, the administrator spends the major portion of his workday dealing with a set of tasks, problems and decisions which in many instances should be confronted by others. As the administrator becomes immersed in detail, he gradually develops a set of organizational priorities within his own thinking-this to bring system and order into his activities. With time, the system and order becomes routinized to the extent that "new" activities (in whatever guise) becomes a definite intrusion that holds a potential threat for the smoothly-running facility. Depending upon the force and direction behind the intrusion, the administrator will respond differentially to reduce the threat-level to the minimum degree possible, even though the intrusion could prove to be highly beneficial in the long run.

   Staff-training activity appears to fit this model. Certainly, it has both real and presumed hazards in its consequences - insofar as disruptive effects on traditional organizational routine; however, if traditional organizational routine is demonstrably functioning at less than maximum effectiveness in terms of progress towards goals and objectives, then training appropriate for increasing such progress would be justifiably included in the overall organizational program. If training is seen as an appropriate avenue for increased goal attainment, then it would seem that there should be a moderately-high priority for this activity.

b. Most administrators and middle-management have expressed feelings indicating that training for increased employee competence is desirable for almost all staff. But, at the same time, there seems to be considerable unawareness, by many administrators, that training without real utilization of increased competencies

> by the trained staff is an exercise in futility. Training can provide the knowledge and stimulus to employees for greater effectiveness; on the other hand, it cannot program administrative decisions which will permit and demand the employee use his skills learned in a training program.
>
> The point here is clear. Without a high degree of coordination between administration and training, the latter approaches uselessness. Objectives and goals must be formulated by administration (perhaps with assistance of staff-training personnel) so that training consequence can be framed in terms appropriate for those goals.

In Illinois, correctional staff-training is at a low point with few personnel and little resources actually involved. This is ironic in view of the high degree of interest in staff-training which has been noted consistently throughout the project. It is strongly suggested that Illinois correctional agencies carefully review their operations and programs in terms of relevance for determining the value of and opportunities for staff-training. Should this review indicate that such increased training programming is desirable, (as we believe it to be, based upon studies during the project), then, it is our recommendation that definite firm steps be taken immediately to implement such a program on a continuing basis.

C.

Training for What?

The question was briefly raised in Section B concerning the purpose and content of training. We will paraphrase from a report by Elmer H. Johnson, Ph.D., Assistant Director of the Crime Center at Southern Illinois University concerning the values and purposes of staff-training programs.

> In-service training of staff, as a mechanical framework in the agency, can serve a number of functions in development of a cohesive, coordinated, and integrated total effort toward achievement of organizational goals.
>
> I. Preservation of Agency Social System
>
> A. Communication of agency policy and procedures, especially as necessitated by changes in agency environment;
>
> B. Readjustment of labor division among agency staff;
>
> C. Prevention and alleviation of staff disciplinary problems;
>
> D. Reduction of tensions associated with working in people-changing processes;
>
> E. Emphasis on handling client (the delinquent) as an individual with certain needs, rather than concentrating on presumed needs of the organization (the latter being staff comfort).
>
> II. Implementation of Organizational or Program Change
>
> A. Increase percentage of staff members accepting a new program;
>
> B. Revision of status and job-role system to more closely fulfill the needs of new programs (retraining, etc.)
>
> C. Minimization of staff conflicts during the transitional process when new programming is being introduced;

D. Encouragement of formal and informal staff groupings acceptance and support of new programs;

E. Raising staff competence to levels required in content areas needed for new programs.

III. Development of Sensitivity

A. Aid agency staff to view situations from the delinquents' perspective;

B. Aid delinquent to perceive his own habitually inadequate responses to certain social situations;

C. Aid staff to develop awareness of the basis for their self-images, as a factor to contend with in staff-youth treatment relationships.

In any case, a program of staff-training is but a mechanism which can provide a means for obtaining the best possible set of conditions conducive to attainment of organizational goals. It is an effective channel for reaching all staff levels with a common message and program -- a vital necessity in an agency concerned with the people-changing process.

It is evident from the foregoing that staff-training can legitimately and effectively serve a number of purposes.

The question of training content bears a direct relation to the previous parts of this section; however, further comment may appropriately be made at this point.

Training for the sake of training is probably not very productive (although a counter-case of some weight could be made). Rather, training is ideally focussed upon one or more goals and objectives of an organization, and is conceptually-designed in terms of technique and content for the most complete effectiveness in attaining these ends. Training design will produce a model which is most appropriate for accomplishing a particular event - and the latter event is an administratively-defined desirable goal or objective. Realistically, training must proceed towards a series of interim attainable objectives; however, even here, administrative-decision appears to be essential in terms of (a) permitting utilizing of the interim stage knowledges; (b) being aware of training program concomittants for the facility-especially so in "change-oriented" training programs; and (c) continuing commitment to training programming.

To take a concrete example of our section title, consider the situation in which correctional officer supervisor categories (sergeant, lieutenant, and captain) are placed in an in-service training program. Our first question becomes - what do we want to teach this group that will make them more effective in their jobs? Since their jobs involve a heavy emphasis on employee supervision, since the supervisors themselves indicated in a questionnaire that they wished to learn more about supervision techniques, since observation appears to bear out a need for better and re-defined supervision techniques among the supervisor group - these combined strongly suggest the desirability of an in-service training program which might be termed "Techniques of Supervision for Correctional Officer Supervisors". By observing their job performance, talking with various staff regarding the groups supervisory ability, assessing of desirable job-role components and goals for the supervisors, and incorporating a proper instructional technique for the group and need, an appropriate content for a training program can be developed.

In the supervisor's training program, for example, some combination of the elements listed below would logically be included in training:

a. working with groups;
b. leadership techniques;
c. training of lower-echelon employees by supervisors;
d. the supervisor role;
e. the psychology and sociology of supervision;

and so on. The program thrust will be to provide supervisory employees with enhanced skills and competencies; and, by building upon his present expertise, provide a realistic bridge for him to transfer this new knowledge to the work setting.

One concluding point is necessary here: "Training-for-what" is an extremely important question which must be carefully considered, if a training program is to be more then window-dressing for the facility.

γ

D.

Who is to be Trained?

Aside from the question of training content, another important consideration focuses upon the target group (s) for training-that is, who specifically will be involved in training as trainees? Obviously, the answer to this question will depend upon many factors, including the following:

a. the intent of a given training program;

b. the availability of staff-time for training;

c. group size as related to specific instructional methodologies;

d. the usual necessity for training contiguous staff layers;

e. and local considerations.

Each of these will have some direct relation to a determination of target training groups.

Looking at the question from another point-of-view, it is quite likely that most staff levels could benefit from a continuing, systematic in-service training program which is focused upon each employment category. Information obtained during the project study has indicated a significant degree of acknowledgement among correctional staff of the desirability staff-training programs which meet the following criteria (the criteria selected by respondents on written questionnaires):

a. training to be on company time,

b. has content which will assist in job performance,

c. receive some form of recognition for involvement in a formal training program.

Recently, a survey of most personnel in correctional units of the Illinois Department of Public Safety was undertaken. While the final report is not yet complete, certain trends are quite distinguishable. For example, a goodly percentage of staff suggest that most or all employees in correctional settings become involved in some type of training program. Another interesting point is the response to two check items on the questionnaire--(a) would like to participate in training; (b) feel that training would be useful for me. Again, final figures are not available; however, a large majority of respondents have check-marked these items, thus indicating a positive reaction. It is our belief, based upon extensive interviews, that substantially similar majority responses could be obtained in other Illinois correctional settings (except perhaps the probation system)--should the survey instrument be used there.

From the foregoing, there appears to be strong indication that most staff are willing to participate in training programs which are appropriate for their job role. In addition, correctional administrators and managers have given strong verbal support for on-going programs of staff-training--except perhaps for their own level. From the researcher's point-of-view, training appears to be essential at all staff levels although content and program for the differing groups will vary considerably.

In sum, staff-training programming should be available to all who can utilize the new skills and content in their daily job responsibilities. To our way of thinking based upon the several months of project study which have passed, all staff levels must be involved in a systematic and continuing program of in-service training which is (a) aligned to role requirements at each staffing level; (b) geared to improving job performance as related to a correctional organizations objectives and goals; and (c) formulated to capitalize upon the various motivation factors present in employment settings.

II. ILLINOIS DEPARTMENT OF PUBLIC SAFETY

A.

General Training Needs

The training needs of this Department are many and varied. While certain needs and recommendations will be specific to the various Departmental facilities, a number are either germane to the entire Department or are in terms appropriate to the general office level at central headquarters. (Springfield)

1. Perhaps the principal need at state-level, as related to staff-training, is a strongly verbalized and programatically-supported commitment from administration for the idea of training. This suggests a full awareness by general office staff of the opportunities for more effective management and goal attainment both of which are products of well-designed and supported training programs. It appears essential that general office staff re-evaluate the Department's correctional program in terms of possibilities and opportunities for staff-training--at all levels. In any case, whether training is handled through the Departmen t or with substantial outside assistance, the training program will be meaningless unless all involved general office personnel are able and willing to make a commitment--both personal and professional--to staff-training as an integral part of organizational operation.

2. A second general-office-level need concerns priorities, as it relates to staff-training. In any organization, public or private, the amount of resources available will provide a definite perimeter of action boundaries. Within this perimeter and a complementary one--legistative man date or commercial operational goals, depending upon whether the organization is public or private--the administrative group is almost completely free to plot out appropriate courses of action and to organize

for goal attainment. In this organizing process, the administrator has available an entire spectrum of options from which to choose those he feels most appropriate. Based upon administrative judgement (which is in turn based upon some combination of training and experience) choices are made which then become the formal operational plan for all staff within the organization. Part of the choice-making process involves the establishment of priorities for various programs and subprograms, as they relate to allocation of organizational resources. It is suggested that general-office-level staff review that portion of the Departmental program within their area of responsibility or interest for the purpose of upgrading the priority on resource allocation to training activity. This is true in terms of budgetary resources, staffing resources, training-time resources, and placement in total organizational strategy.

3. Our project survey and study strongly supports the third recommendation --- that is: It is essential that funding and positions be developed within the Department which are specifically allocated for staff-training and development. For training to be systematic, integrated with organizational goals, aligned to the continuously flexing problems and needs of an organization, and adequately developed, a specific training

capability is needed by the Department. Other settings have demonstrated that, except in isolated instances, training on a piecemeal basis or training organized and presented by personnel who have only a minor interest in this activity, has proved to be inadequate or worse. This lesson can be applied to the Department. Without reservation, it is our recommendation that a full-time management level position be created in the general office (with a title such as Supervisor of Staff Training and Development) and charged with the responsibility and authority, subject to administrative review within the general office, for the following activities: (training)

a. assessing organizational needs in terms of personnel abilities, recruitment/retention characteristics, quantitative and qualitative personnel needs for newly-developing programs;

b. continuously assess the training needs of each Departmental facility in the corrections area, for possible training program development;

c. assist Departmental facilities in the planning, implementation, and evaluation of training programs;

d. develop a series of essentially standardized training programs (permitting appropriate local flexibility) for various needs and staff levels, and assisting/stimulating the facilities to utilize these programs within their respective units;

e. providing a key resource for administrative information relative to training program costs, instructional or consultant assistance availability, budgeting for training, training equipment, and so on;

f. in terms of Departmental budget-making, provide the administration with appropriate cost estimates and similar information, insofar as staff-training is concerned--at the Department and facility level;

g. serve as a stimulus and facilitator for Departmental administrators and middle-management personnel acceptance of and real support for training;

h. assist in providing a productive link between the Department and external organizations having resources which could be available for training programs;

In effect, the person in this position will have almost total responsibility and authority (subject again to administrative approval at the general office and facility level) for staff-training and development in all its phases. He will be charged with ensuring an adequate level of staff quality consistent with their role requirements for effecti Departmental employment. It is highly desirable, if not indeed essential, that a separate training appropriation be established to fund this activity at the general-office level.

4. The fourth recommendation at a general-office-level is offered here on a contingency basis--that is: In the event a Department of Corrections concept is authorized by the legislature, a staff-training program should be written into the program which would provide the following items, at least:

a. a general-office-level training division within the Department having separate and auxillary staff, separate and adequate funding, the responsibility and authority for correctional career development at all staff levels;

b. a qualified supervisor at the general office level who is in a position to satisfactorily implement the items in (a);

c. a separate physical facility for training all staff-levels (perhaps a facility now in use could be used for this purpose--and especially so if a given facility was to be phased out, such as the Psychiatric Unit at Menard or the Illinois Security Hospital at Chester, if these are to be replaced by a metropolitan Chicago area facility);

d. a system of motivational devices through which training acceptance can be stimulated.

It is not the purpose of this report to show favor for or against the Department of Corrections concept; however, it is legitimate to state that many correctional personnel felt strongly in favor of such a concept, and especially insofar as it would presumably lend itself to a more hospitable environment for staff-training programming.

5. A final recommendation at the general-office-level concerns the very nature of staff-training. For the greatest effectiveness and economy, by far, staff-training within the Department must be coordinated and integrated into a functional whole focused upon the goals and subgoals of each facility.

To better serve staff needs, it is essential that general-office-level administrative direction and support be built into each training activity. The Department is too complex and intertwined to realistically permit facility activities dissociation with activities of another facility--including programming for staff-training.

One additional comment is appropriate here. Although the subject of goals and philosophy has been touched on in several places, we feel it absolutely essential to again emphasize the necessity for promulgation of such information to all concerned persons and agencies--both as a general policy and in terms of training program design. The mission of each unit, as well as the Department, must be sufficiently spelled-out so that all staff levels are informed and stimulated towards role performance which is most consistent with policy. We suggest that, in terms of staff training design, it is essential for such goals and philosophies to be made explicit by Departmental administration.

B.

The Joliet Penitentiary

1. As previously indicated, most newly employed staff in the correctional officer category receive orientation training in the Joliet facility (and specifically at Joliet-Statesville). The appropriateness of this practice is seriously questioned since, in all cases, other institutions have indicated that rather extensive re-training is required upon transfer to the latter. On the other hand, the orientation training function at Joliet is an extremely important one and, in fact, is an activity which should be expanded--especially in terms of preparing the new employee for Joliet assignment.

Since other considerations, not relevant for discussion in this report, appear to be controlling in continuation of the initial orientation and assignment program at Joliet for new security employees of the Department, the following recommendations are made relative to orientation training:

a. that the program be lengthened to a standard four weeks of full-time training (which will include time for personnel office functions re the new employee), and that all new correctional officer employees at Joliet be enrolled in the training;

b. that, in terms of training schedules, flexibility be sufficient to permit familiarization with the activities of each shift and subfacility of the Joliet complex;

c. that, although substantial emphasis continue to be placed upon security measures, a significant portion of the orientation program be designed to provide the new employee with abilities and attitudes essential for an environment conducive to inmate rehabilitation--and, that all procedures taught be presented in terms consistent with development of a positive environment for inmate rehabilitation;

d. that the staff member responsible for this program (presently Lieutenant Norman Bush) continue this assignment as a full-time capacity;

e. that, in view of program expansion and inclusion of some re-direction, additional resources be made available for the orientation training program and be placed under supervision by the program trainer--subject to overall administrative approval;

f. that the resources referred to in e. above include funds for film rental and purchase, funds for acquisition of added modest quantities of printed materials, appropriate usage of Departmental and facility staff to present segments of the training program;

g. that a quality standard be defined for evaluation of trainee progress, and that failure to meet this standard warrant administrative consideration for trainee elimination from further Departmental employment;

h. that motivational devices be built into the training program which are conducive to furthering trainee interest and attainment;

i. that a standardized orientation training program be formally developed and written (with assistance by management representatives from each facility and the general office) which will be consistent with provision of skills needed for effective role performance as a correctional officer;

j. that training representatives from each Departmental facility attend one full program at Joliet, so that a full awareness of content and techniques is available throughout the system; this would also facilitate orientation training programs at institutions other than Joliet, should this be desirable or needed in selected cases;

k. that the orientation training program director be accorded sufficient organizational status and access to permit his most efficient, effective, and economical activity.

Again, we emphasize the importance of orientation training in institutional operations, and the necessity for planning training content in terms of securing maximum role performance by each employee.

2. Currently, the Joliet complex of subfacilities employs over 600 personnel whose main concern is with custody and security while, on the other hand, the number of social work/casework personnel is less than 15. Of the latter, a significant share (about ten) are involved in diagnostic-type functions at the Diagnostic Depot. It is our belief that the professional role at Joliet, while important and essential in a very real sense, nevertheless is significantly eroded by the absence of appropriate staff follow-up to the original treatment recommendations. Contrary to some comments, however, it is not our feeling that this erosion at Joliet is due to administrative resistances or uncooperativeness; further, the mere fact of pitifully-small staff for professional treatment is more than adequate to destroy long-run effectiveness of the latter's efforts.

At the same time, it appears that substantially increased professional staffing is not probable in the near future (barring, perhaps, implementation of a Department of Corrections statutory model) for the following reasons:

a. the relatively low status and motivations accorded by corrections generally to the professional treatment agent -- both from the point of view held by correctional management and that held by professionals working in other areas of social welfare programming;

b. the relative lack of a conceptual foundation for corrections, with a corresponding eclectic approach to the field by professionals--which though seeming to have many good features at this point in correctional development, is quite unsettling and disturbing for the more tradition-minded professionals;

c. the relative inability of corrections to successfully compete for professionals with other social welfare organizations in terms of salaries, a 'positive' history of professionalism, or many of the requisite conditions for a desirable professional practice setting;

d. the relatively low amount of authority accorded to professional treatment personnel, as compared to personnel whose orientation and responsibility is primarily custodial--that is, many layers (if not all layers) of custodial staff can effectively subvert most or all efforts of a professional treatment staff;

e. and finally, from a realistic point of view, the total number of professionals available for all of social welfare is less than what could be productively utilized by corrections alone.

We emphasize again that the four considerations just listed are applicable to corrections, in general. For the Joliet complex, they are also real to a very substantial degree.

Bearing in mind the previous paragraphs, we are strongly recommending an alternative plan which will permit, in a sense, having our cake and eating it, too. It is recommended that a selected portion of the current institutional staff be specifically trained for roles which will permit and stimulate their involvement in counseling inmates. Upon completion of appropriate training for this function, the staff member would gradually be involved in counseling activities under expert professional supervision by a member of the Criminologist Division staff; however, in most instances, the staff-member will remain in what is his usual assignment with counseling representing a carefully regulated and apportioned activity.

Certainly, such training is both possible and economical within the abilities of many present employees. Such a program would more fully capitalize on this ability (note that many officers are informally performing counseling functions, even now) and systematize the officer's knowledge for positively relating with inmates. Administrative recognition and legitimization through training for officer's participation in inmate counseling will be a far-reaching step in stimulating change towards realization of a rehabilitation-oriented institution.

Specifically, we recommend the following concerning training of institutional staff for counseling roles:

a. that administration permit and encourage the development of a training program which will provide adequate instruction for trainees to become actively involved in inmate counseling roles, under supervision;

b. that the training program be of sufficient depth to permit staff confidence in the new role--probably necessitating intensive initial training, periodic follow-up supportive training, and a method of easy access to appropriate professional time for more serious problems;

c. that continuing professional consultation and supervision be provided by the Criminologist Division, in the furtherance of a mutually-reinforcing impact on producing desirable changes in individual and groups of inmates;

d. that serious consideration be given by administration, after a period of successful staff experience in the counseling function, to re-defining institutional roles and titles so that the new role will be emphasized--probably after six months;

e. that the institutional employee group not be restricted for involvement in this activity by reasons of present assignment, shift or rotation, or sex. Representatives from each of the many institutional assignments/groups would be included in the program;

f. that, initially, the counseling training program be limited by --

   1. use of volunteers for the program, (however, the training and program must be during regular working hours and be part of a regular assignment),
   2. no more than fifteen staff members be involved in the first program,
   3. and, that outside assistance be sought to plan and implement the training.

We would anticipate many sources of resistance to the implicit rationale for this program; however, given present circumstances and needs, the recommended program will provide a positive and stimulating path towards implementing a rehabilitative/treatment approach in the correctional institution.

3. A third training need at Joliet involves the low-level of understanding many staff have of corrections and the correctional institution. In our questionnaire survey, for example, the overwhelming number of responses by staff indicated that employees are acutely aware of areas in which they feel further training would be useful, and that they (a) feel that such training would be useful in their own jobs, and (b) are desirous of participating in training.

Questionnaire respondents had the opportunity to check a variety of content areas which they felt would be useful training subjects. Among those marked most frequently were institution procedures, rehabilitation and treatment, methods of inmate supervision, working with groups of inmates, and similar subjects which do not currently appear to be tied very closely to the correctional officer role. In addition, further training in security measures was a major concern of staff respondents.

Our project study has produced interviews with many staff which further emphasizes this willingness to participate and significant interest by Joliet institutional personnel in training both for themselves and other employees. It is our belief that the general technological and skill-need advances noted in other business and public settings may be seen reflected in this interest by correctional staffs. No longer is the essentially "lock-'em-up" attitude enough to satisfy the job satisfaction needs of most correctional employees; rather, there is a growing staff ego need for employment-setting achievement. This is finding rationalization among staff in the form of staff-training which permits a legitimately-perceived avenue towards attainment of this goal. In a way, this is "keeping up with the Jones" as seen in the arena of work possibilities. It is quite probable that employee recruitment and turnover are tied to this phenomena.

In general, management-level personnel expressed feelings that an in-service training format would be useful and appropriate for Joliet institutional staff - and especially for the correctional officer personnel category. Reservations were mainly concerned with specific scheduling problems rather than with objections, whether direct or indirect, to a substantially-increased staff-training program, per se.

Therefore, bearing in mind the apparent needs of Joliet institutional staff which could be effectively met through training, the evident interest in training by the substantial majority of such personnel, and the feasibility of scheduling such training programs, it is recommended that a systematic and continuous program of in-service training for the correctional officer staff level be implemented at Joliet within the following framework:

a. that a Basic In-Service Training Program (BISTP) be established at Joliet for correctional officers, which is designed to provide job-related knowledge and skill-advancement leading to an increased measure of employee performance effectiveness;

b. that BISTP be organized to ensure that all correctional officers complete the program initially within a one and one-half year calendar period;

c. that, to meet this deadline, groups be in training consecutively, with 13 groups each six months;

d. that each BISTP training group be composed of approximately 20 employees, meeting 8 hours a day for a full two-week period;

e. that BISTP be structured so as to be a continuous program with additional training groups entering as other groups complete the program;

f. that BISTP provide the foundation for further programs of in-service training at a later date, and which will emphasize specific skill attainment for the employee;

g. that BISTP provide 80 hours of instruction during the training period for each trainee in the program according to a detailed schedule of instruction topics and times;

h. that BISTP be directed within the institution by a full-time program training officer with the requisite skills, with half-time assistance by another staff-member having a correctional officer rating;

i. that specific content areas in the BISTP program include, among others:

   1. methods of inmate supervision,
   2. types of inmates,
   3. institutional procedures and divisions,
   4. the total correctional process,
   5. the Illinois system of corrections,
   6. legal rights of the institution, employee, and inmate,
   7. working with inmate groups,
   8. security review,
   9. role of the correctional officer,
   10. racial tensions and the correctional officer,
   11. inmate perspectives

j. that specific evaluation measures be integrated into BISTP as an effective device for awarding staff recognition to those completing the program;

k. that agreement be sought from other involved agencies for the conferring of a new title - Correctional Officer I, II, III, IV, V, as appropriate - on the BISTP graduate, and the gradual abolishing of Guard classification titles;

l. that involvement in BISTP be mandatory - although volunteers might be scheduled initially, wherever possible;

m. that the BISTP program director make available to other interested employees, that portion of the training program which is in written form--thus, accelerating the training process;

n. that the BISTP director have adequate access to funds and resources for effective implementation of the activity;

o. that Departmental and Joliet institutional staff be available for assisting in appropriate instructional segments;

p. that outside consultative and instructional assistance be obtained by the BISTP director, and especially in the areas of content knowledge or skills outside of the competence of institutional staff;

q. that BISTP be accorded administrative recognition at the Departmental and institutional level as a priority activity--consistent with maintenance of facility security.

In summary, the Basic In-Service Training Program (BISTP) is recommended as an effective mechanism for furthering the skill levels of correctional line officers, as they relate to present and future job roles; and, at the same time, providing a method through which institutional staff can gain legitimate occupational satisfaction. Although we have not discussed the inmate to this point, it is apparent that suggested BISTP content has a high degree of relevance for an institutional program espousing inmate rehabilitation and treatment.

4. The role of correctional line-officer supervisor is an extremely important one in Joliet facility organization. Although the supervisor (here considered to include the titles of senior captain, captain, lieutenant, and sergeant) role includes a wide variety of functions and responsibilities, this report is particularly concerned with two--(a) the teaching subrole and (b) the institutional policy interpretation subrole as relayed to lower staff levels.

While a separate and distinct in-service program is being recommended for all correctional line officer staff at Joliet, it is absolutely essential that those same officers receive support and encouragement in the usage of their newly-gained knowledge. Of equal importance is a necessity that supervisory-level line officer staff become increasingly involved in planning and implementation of subordinates activities, as related to training program efforts. It is our view that the supervisory role will become increasingly involved with teaching lower staff levels in an on-the-job format, and in restructuring lower-level staff job activities to reflect the coming emphasis on rehabilitation and treatment within the institution.

At present, many supervisors perform informal teaching functions with lower staff levels; however, observation suggests that more attention be given to this part of the supervisor's role and, through an appropriate training plan, supervisors be stimulated towards greater efforts in this area.

Institutional policy is rarely a cut-and-dried matter in any setting, be it corrections, mental health, or others. While rather broad, general policy outlines will usually exist in the institution, broad areas of discretionary policy-interpretation and implementation exist through all staff levels. (The previous statement appears to be equally true in those institutions which have detailed operational manuals--an interesting irony.) An explanation of this phenomena can be found in the matter of interpretation (an activity necessary at each staff level) which stands as an intermediary between the reality of work situations and the written document, a rulebook or institutional policy manual.

It follows from the preceeding paragraph that interpretation is an extremely important component of institutional staff roles, and especially so for those in supervisory capacities. In terms of BISTP, on-the-job interpretation of activities by supervisory staff is necessary to maintain overall institutional program integrity and smooth operation. In change programs, interpretation of policies in terms of a uniform knowledge and job-attitudinal base become essential if the aims of such programs are to be successfully attained.

It is not enough for administration to order directives in the areas discussed in this section. Rather, the supervisory group must be systematically provided with those special knowledges and skills conducive to a full understanding of the institutional operation plan, administrative orientation and intents, supervision techniques, and the importance of their role for institutional operations. At present, our study suggests that a substantial number of correctional line-officer supervisors do not possess the skills and knowledges listed above at a level high enough to ensure efficient performance; however, there is substantial indication that the supervisory group are interested in learning more about how to do a better job--and, of importance, have strongly indicated a willingness to participate in appropriate training as a trainee.

In view of the preceeding, it is our recommendation that Supervisors Training Program (STP) be implemented at the Joliet facility within the framework given below:

a. that the STP be designed to increase supervisory competence, especially in terms of general supervision activities;

b. thatthe program be required of all correctional line-officer supervisors by the end of one and one-half calendar years from initial implementation;

c. that the training program utilize a balanced combination of classroom and field instruction, mostly at the Joliet facility, with required outside readings;

d. that individual attainment in the STP be strongly considered in future promotions;

e. that the STP be directed by a one-half time employee assignment (possibly a lieutenant) with significant use of outside consultants and instructional assistance being incorporated into program design;

f. that the STP have strong administrative approval, at the Departmental and institutional level, and that adequate resources be made available for program implementation--including funds, materials, staff time, space;

g. that topics included in the STP include the following, among others:

    1. the total correctional process,
    2. working with groups,
    3. principles and techniques for supervision,

4. supervision of on-the-job training,
5. communications in institutional effectiveness,
6. social and psychological factors in corrections,
7. and, a full-day field exercise.

h. that the STP activity be organized to provide a minimum of 96 hours for each trainee in an arrangement providing one day of training program each month for twelve months.

i. that each STP training group be composed of ten correctional line-officer supervisors;

j. that, as appropriate, the STP activity meet jointly with BISTP trainees or utilize the consultants for that program;

k. that the STP training director use innovative and interest-stimulating instructional methods in this program, wherever effective for content presentation;

It is anticipated that full implementation of the STP will be complementary to the recommended to BISTP. Together, they can provide an adequate foundation for further development of an institutional environment whose primary organizational emphasis will be rehabilitative and treatment oriented. To this end, investment of time and resources by the Department in support of this training program will be most productive.

Tentative Outline of Supervisory Training Program (STP)

Class of ten correctional line officer supervisors will meet for eight hours once each month for a total of twelve months (96 hours). A variety of instructional methods will be used including:

a. Lecture
b. Discussions
c. Microlab T-Groups
d. Films
e. Assigned Readings
f. Practice Sessions

Topics included in the program will be developed in approximately the following order:

1. Communications
2. Institutional Evaluation
3. Supervisory Techniques I
4. Supervisory Techniques II
5. The Corrections Movement
6. Crime and Corrections
7. Correctional Processes
8. Group Supervision
9. Employee Evaluation
10. On-The-Job Training

5. A fifth training recommendation is made on a tentative basis, dependent upon future implementation of a work-release

training program at the Joliet facility. Should work-release programming be operationalized (and the earliest projected date appears to be September 1968), a special intensive orientation training program for immediately involved staff appears to be desirable.

Such training for Work-Release Program Staff (TWRPS) should be designed to meet the specific needs, problems, and situations which will likely be incurred in such an activity. It is our feeling that the orientation which a work-release program takes will probably require considerable involvement with the Criminologist Division. For similar reasons, the latter unit should be closely involved in the staff-training program.

6. A final training recommendation, as applied to the Joliet complex, involves the high degree of desirability for this institution's individual staff participation in occasional special training programs at the Departmental level, and which are sponsored through recommendations elsewhere in this report. Tentatively, such programs will include the following:

a. In-Service Program for Correction Staff-Trainers,

b. Career Development Program for Correctional Managers,

c. Self-Instruction Program for Non-Custodial Staff in Corrections.

In summary, we recommend a substantially increased staff-training effort--and especially for the correctional line-officer categories. The programs, as outlined above, will require considerable effort and commitment by the Joliet administration in addition to the direct efforts by trainees in the various programs. The potential benefit of these programs on total institutional operations is so great as to warrant some inconvenience and sacrifice.

C.

The Pontiac Penitentiary

1. As stated earlier in this report, the Pontiac facility has been authorized to provide orientation-training for new correctional line officer staff. We concur that there is much merit in this plan; provided, that such orientation training is approximately equivalent to that being provided in the Joliet orientation program. At the moment, such is not the case. Therefore, it is our recommendation that an orientation training program be developed at Pontiac to provide an intensive instructional period covering approximately the same topics as Joliet's program. Because of a lesser number of trainees, the program will be designed to meet the special needs of Pontiac Penitentiary. Specifically, the orientation program at Pontiac will be structured in the following framework:

a. that the program be four weeks in length;

b. that certain program sections will involve travel to the Joliet facility for more economical and practical use of consultants and instructional expertise in the latter's program;

c. that the training program provide full familiarization with each activity at Pontiac;

d. that, as at Joliet, the training provide a balanced program of security and inmate rehabilitation skills/knowledge;

e. that a staff member (probably a lieutenant in the correctional line-officer staff) be assigned to this program on a half-time basis, and be given administrative approval/encouragement and support for full implementation of training;

f. that adequate resources be provided by administration for the program--funds, staff-time, materials and space;

g. that a quality standard be built into the orientation program, and failure of trainees to attain this standard will warrant administrative consideration for elimination from further Departmental employment;

h. that motivation devices be an integral part of the program, as an aid in stimulating trainee interest;

i. that, to assist the Pontiac trainer in developing this program, he attend one full orientation-training program (four weeks) at Joliet;

As was the case in Joliet's orientation training program, the Pontiac program must be of adequate substantive quality and be closely geared to the job-roles of the correctional line-officer. It is anticipated that a small orientation training group will start approximately each six weeks. Because of smaller group size at Pontiac, it is possible that greater use will be made of audio-visual devices because of economy reasons.

2. At Pontiac, there are currently in excess of 235 staff having duties falling in the correctional line-officer classifications--but only three professional members of the Criminologist Division staff. Although frequent contacts are supposedly made between the inmate and professional staff, the inmate population

(about 1200 during the most recent fiscal year) makes the quality and effective dispersion of such contacts far less than presumably desirable, based upon comments heard from a variety of sources.

Here, as was true in our comments on Joliet, we acknowledge the importance and essential nature of the professional contribution at Pontiac. In fact, it is our strong feeling that, particularly at Pontiac, there is a real need for additional professional staff--especially in light of the high percentage of youthful offenders who presumably have not yet reached the confirmed-con stage of criminal career. However, for reasons previously described, it is quite unlikely that there will be a great influx of professional personnel into any correctional setting--including Pontiac. (see page 23 for reasons listed.)

As a desirable alternative, we are recommending that a selected portion of current Pontiac institutional staff be specially trained for roles which will educationally prepare and stimulate them for their involvement in an inmate counseling program. Upon completion of training, the staff member will gradually be involved in counseling activities under the professional expert supervision of the Criminologist Division staff and consultants; however, in most instances, the participating staff-member will remain in what is his usual primary assignment with counseling representing a carefully regulated and apportioned activity.

Such training and activity is within the learning capability of many present staff members. Through this program, Pontiac administration will be able to stimulate and capitalize upon this capability in a systematic and productive manner--particularly desirable since many employees are performing this function on an informal basis, even at this time.

Specifically, we recommend the following framework for this training:

a. that Pontiac administration encourage and stimulate development of a training program which will provide the trainee with adequate skill levels for active involvement in an inmate counseling program, under professional supervision;

b. that the training program be of sufficient depth to develop participating staff confidence in their ability to successfully perform the new role;

c. that continuing professional consultation and supervision be provided through the Criminologist Division for the program and participants;

d. that, if Pontiac administration deems it useful and possible, participation in this program be opened to any staff member regardless of age, assignment, shift, or sex--up to a total maximum initially established;

e. that volunteers from staff be sought for the program, but that training and post-training activity be on state time and during regular shifts;

f. that outside assistance and expertise be sought in planning and implementing the training--in addition to that provided by the Criminologist Division.

While resistance to this program will undoubtedly come forth, we are convinced that, based upon experiences elsewhere and the relative present needs at Pontiac, the recommended program will provide a positive step towards furtherance of an institutional operation consistent with a rehabilitation and treatment orientation. Finally, we especially emphasize the need for a strong administrative attitude (expressed verbally and in writing for all staff) in support of this training program--if it is to be successful.

3. It is our firm conviction that correctional line-officer staff at Pontiac should be involved in an in-service program of staff training. The majority of such staff responding to our questionnaire have indicated a positive interest in training and their willingness to participate in such a training program. In addition, our independent observation suggests that such a training program would be desirable for providing a general informational and skill foundation upon which more sophisticated programs can be constructed by administration.

It is also noted, however, that administration at the Pontiac facility is considerably less than enthusiastic about increased staff-training programming. This reluctance is explained by institutional staff on the basis (a) of being short-staffed (7% under authorized custodial strength on April 1, 1968--

as compared to a 3.5% rate for all institutions); and (b) serious reservations about the practical value of university-based training programs for correctional line-officer staff. The former concern is a legitimate one and we would not presume to suggest that the institution should jeopardize security; nevertheless, a staff-training program for all correctional line officer staff seems essential in the Pontiac institution to give a stimulus and change base for moving towards increased rehabilitative/treatment programming. As to the second concern, it appears that such resistance is based upon previous unsatisfactory experiences with university-based correctional training programs for line staff. As should be obvious to the reader of this report, we are not suggesting the traditional or conventional college courses which may have some practical value, but which more often will not. The programs which are being suggested throughout this report are specifically tailored to the real training needs and institutional needs that have been determined over several months of focused study.

Therefore, based upon the conclusions noted in the previous two paragraphs, it is our recommendation that a systematic long-range program of in-service training be provided by administration for all correctional line officers at Pontiac, and that this program be designed within the following framework:

a. that a Basic In-Service Training Program (BISTP) be established at Pontiac which is designed to increase job-related skills and knowledge;

b. that the BISTP be organized into groups of twelve officers each, and that groups are planned to run consecutively with thirteen groups completing training in each six-month period;

c. that BISTP provide 80 instruction hours during a full-time two week program for each trainee--according to a detailed schedule of instruction topics and times;

d. that the BISTP be locally-organized, directed, and implemented through--

    1. one-half time assignment of a training officer from the correctional line-officer staff,

    2. and, one-quarter time assignment of a Criminologist Division staff member to the program.

e. that additional assistance be sought from outside sources (including this continuation-grant proposal of O.L.E.A.) for program consultation and instructors;

f. that specific BISTP content areas include, among others:

    1. techniques for supervising of inmates,
    2. types of inmates,
    3. institutional procedures and functions,
    4. the total correctional process,
    5. Illinois system of corrections,
    6. Legal rights-obligations of institutions, staff, and inmates,
    7. working with inmate groups,
    8. review of security measures,
    9. role of the correctional officer
    10. racial tensions and the correctional officer
    11. inmate perspectives

g. that evaluation measures be integrated into the BISTP as an effective means for giving recognition for staff completion of the program at a high level;

h. that agreement be sought with other involved agencies for the conferring of a new title series--Correctional Officer I, II, III, IV, as appropriate--on the BISTP graduate, and the gradual abolishment of guard titles;

i. that the BISTP training director have access to adequate funds, materials, and staff time for effective program implementation;

j. that the BISTP be accorded administrative recognition (at Departmental and institutional levels) as a priority activity--consistent with maintenance of facility security;

The BISTP is strongly recommended for implementation at the Pontiac institution as an effective and economic mechanism furthering the job-related skills of correctional line officers. We believe that active implementation of this program by an interested trainer, and through the active support of institutional administration, will have a positive impact on inmate rehabilitation programs at Pontiac.

4. It is our belief that the correctional line-officer supervisory group (senior guard captains, captains, lieutenants, and sergeants) are in a particularly advantageous position to gain significant job-related benefit through an appropriate staff

training program. The rational for this type of program parallels that previously noted for the Joliet facility (see number 2 in Section B) and will not be repeated here; however, the same types of logic and rationalizations apply to the Pontiac institution.

In view of the small number of Pontiac staff in this category (34 as compared with 107 at Joliet), we are recommending that two supervisors be assigned to each STP (Supervisors Training Program) at the Joliet facility, thereby facilitating training and substantially reducing training costs.

5. A final training recommendation is that Pontiac encourage staff members to participate in individual training programs having special relevance for their job-roles. In some cases, personnel should be assigned to these various activities. Tentatively, departmentally-organized programs include the following:

   a. In-Service Program for Correctional Staff Trainers,

   b. Career Development Program for Correctional Managers,

   c. Self-Instruction Program for Non-Custodial Staff in Corrections,

Without question, we are recommending a substantial upgrading of correctional line-officer staff competencies through an expanded staff-training program. In addition, we strongly urge administration to consider role re-alignment and re-direction of post-graduate trainees in the direction of permitting full utilization of their new skills.

D.

The Menard Penitentiary

1. At present, all replacements of correctional line-officers come by transfer from other Departmental institutions and, except in rare situations, will have completed the orientation program at Joliet. The type of orientation needed at Menard, therefore, will vary considerably from that provided in the Joliet program.

The fact that such orientation training is needed at Menard is not seriously questioned. Certainly, there are substantial differences in physical plant, staff, administrative policies, and orientation, and so on--all of which will bear directly upon job performance by the transferred employee. Previous practice of informal class and on-the-job instruction has not been adequate for a number of reasons, and it appears that more structure must be brought into this type of training.

It is our recommendation, therefore, that a standard two week orientation program (80 hours) be established for correctional line-officer staff transferred to Menard, and that the emphasis in this training be upon (a) gaining familiarity with the institution; (b) stimulating acceptance of the philosophy and objectives of Menard; (c) instructing in the details of job performance in this setting; and (d) providing an opportunity for job practice under direct supervision by the program trainer.

Specifically, the Menard orientation training program would operate within the following framework:

a) a two-week (80 hour) orientation program for all transferred correctional line officers, and which will be mandatory;

b) that program content be developed along the lines of Joliet orientation program, but with emphasis upon the specific details and situations current at the Menard facility;

c) that the Menard orientation program be directed by a training officer who is also responsible for the institutional in-service staff-training activity;

d) that, as an integral part of the Menard program the trainer prepare a written document which will serve the dual purposes of (1) providing a guideline for the two-week program; and (2) providing a written reference handbook to the transferred officer for his permanent use;

e) that institutional administration provide adequate resources -- funds, materials, and staff-for active and successful implementation of this training activity;

f) that administration accord this activity sufficient priority to ensure full implementation and support (including psychological support for the trainer), to the end that orientation training be viable and effective in terms of institutional goals.

2. As was true of the institutions previously discussed in this report, Menard Penitentiary has need of a strong systematic and continuing program of in-service training for correctional line-officer staff.

Questionnaire results, while not entirely processed, show a substantial majority of respondents expressing a belief that future staff-training programs could be useful for their job-roles in the institution; and, even more positively, most indicated that they would be interested in and willing for participation in such training programs. A number of topics were listed by respondents which they felt would be especially useful for improved effectiveness in performance of their job roles.

Institutional administration at Menard has expressed interest in pursuing an in-service type of training model. Warden Frye indicated that staffing and scheduling would be possible permitting a substantial continuing program of this type training. The proximity of Menard to the Southern Illinois University campus will make possible significant program support from the latter.

It is our recommendation that a Basic In-Service Training Program (BISTP) be implemented at the Menard facility, and have the express purpose of assisting present correctional line-officer personnel towards a goal of maximum effectiveness in role performance. The recommended program will operate within the following framework:

a) that a Basic In-Service Training Program (BISTP) be established at Menard for correctional officers, which is designed to provide job-related knowledge and skill-advancement leading to an increased measure of employee performance effectiveness;

b) that BISTP be organized to ensure that all correctional officers complete the program initially within a one and one-half year calendar period;

c) that, to meet this deadline, groups be in training consecutively, with 13 groups each six months;

d) that each BISTP training group be composed of approximately 12 employees, meeting 8 hours a day for a full two-week period;

e) that BISTP be structured so as to be a continuous program with additional training groups entering as other groups complete the program;

f) that BISTP provide the foundation for further programs of in-service training at a later date, and which will emphasize specific skill attainment for the employee;

g) that BISTP provide 80 hours of instruction during the training period for each trainee in the program according to a detailed schedule of instruction topics and times;

h) that BISTP be directed within the institution by a full-time program training officer with the requisite skills, with half-time assistance by another staff-member having a correctional officer rating;

i) that specific content areas in the BISTP program include, among others:

1. methods of inmate supervision,
2. types of inmates,
3. institutional procedures and divisions,
4. the total correctional process,
5. the Illinois system of corrections,
6. legal rights of the institution, employee, and inmate,
7. working with inmate groups,
8. security review,
9. role of the correctional officer,
10. racial tensions and the correctional officer,
11. inmate perspectives.

j) that specific evaluation measures be integrated into BISTP as an effective device for awarding staff recognition to those completing the program;

k) that agreement be sought from other involved agencies for the conferring of a new title - Correctional Officer I, II, III, IV, V as appropriate - on the BISTP graduate, and the gradual abolishing of Guard classification titles;

l) that involvement in BISTP be mandatory - although volunteers might be scheduled initially, wherever possible;

m) that the BISTP program director make available to other interested employees, that portion of the training program which is in written form--thus, accelerating the training process;

n) that the BISTP director have adequate access to funds and resources for effective implementation of the activity;

o) that Departmental and Menard institutional staff be available for assisting in appropriate instructional segments;

p) that outside consultative and instructional assistance be obtained by the BISTP director, and especially in the areas of content knowledge or skills outside of the competence of institutional staff;

q) that BISTP be accorded administrative recognition at the Departmental and institutional level as a priority activity--consistent with maintenance of facility security.

3. The correctional line-officer supervisor occupies a very important role in institutional functioning and effectiveness. He provides day-to-day "understanding" of the institution for higher administration; but, concurrently, he must be the interpreter of that understanding for the staff segment under his supervision. In fact, as well as theory, the correctional line-officer supervisor is a "gatekeeper" for institutional operations, attitudes, and ultimate effectiveness.

Although most supervisors have considerable experience in corrections, the larger portion have not had the opportunity to structure these experiences in terms of formalized training. A number of supervisors indicated their belief that a training setting would be appropriate for exploring, along with other supervisors, a fuller understanding of the meanings and consequences of these experiences. Questionnaire responses generally were favorable in terms of desire for and willingness to participate in role-specific training.

Another training need for supervisory personnel is concerned with their own teaching subrole, in relation to other staff. Certainly, this is a supervisory function and one that must be especially planned for if other training programs for lower staff-levels are to be most successful. It is our view that the supervisory role will become increasingly involved with instruction of lower staff-levels in an on-the-job format, and in the re-structuring of lower level job activities to reflect the growing emphasis on rehabilitation within correctional institutions. (For further reasons, refer to pages 30 through 33 of this report).

In view of the importance of supervisory roles in corrections, it is our recommendation that a Supervisors Training Program (S.T.P.) be implemented at the Menard facility within the framework described below:

a) that the STP be designed to increase supervisory competence, especially in terms of general supervision activities;

b) that the program be required of all correctional line-officer supervisors by the end of one and one-half calendar years from initial implementation;

c) that the training program utilize a balanced combination of classroom and field instruction, mostly at the Menard facility, with required outside readings;

d) that individual attainment in the STP be strongly considered in future promotions;

e) that the STP be directed by a one-half time employee assignment (possibly a lieutenant) with significant use of outside consultants and instructional assistance being incorporated into program design;

f) that the STP have strong administrative approval, at the Departmental and institutional level, and that adequate resources be made available for program implementation--including funds, materials, staff, time, and space;

g) that topics included in the STP include the following, among others:

   1. the total correctional process,
   2. working with groups,
   3. principles and techniques for supervision,
   4. supervision of on-the-job training,
   5. communications in institutional effectiveness,
   6. social and psychological factors in corrections,
   7. and, a full-day field exercise.

h) that the STP activity be organized to provide a minimum of 96 hours for each trainee in an arrangement providing one day of training program each month for twelve months.

i) that each STP training group be composed of ten correctional line-officer supervisors;

j) that, as appropriate, the STP activity meet jointly with BISTP trainees or utilize the consultants for that program;

k) that the STP training director use innovative and interest-stimulating instructional methods in this program, whereever effective for content presentation.

It is anticipated that full implementation of the STP will be complementary to that recommended to BISTP. Together, they can provide an adequate foundation for further development of an institutional environment whose primary organizational emphasis will be rehabilitative and treatment oriented. To this end, investment of time and resources by the Department in support of this training program will be most productive.

Tentative Outline of Supervisory Training Program (STP)

Class of ten correctional line-officer supervisors will meet for eight hours once each month for a total of twelve months (96 hours). A variety of instructional methods will be used including:

a. Lecture
b. Discussions
c. Microlab T-Groups
d. Films
e. Assigned Readings
f. Practice Sessions

Topics included in the program will be developed in approximately the following order:

1. Communications
2. Institutional Evaluation
3. Supervisory Techniques I
4. Supervisory Techniques II
5. The Corrections Movement
6. Crime and Corrections
7. Correctional Processes
8. Group Supervision
9. Employee Evaluation
10. On-The-Job Training

4. A final recommendation for Menard involves the high degree of desirability for staff member participation individually in outside-of-institution training opportunities as they become available. Included here would be the following activities:

a) In-Service Program for Correctional Staff-Trainers;
b) Career Development Program for Correctional Managers;
c) Self-Instruction Program for Non-Custodial Staff in Corrections;
d) Associate of Arts degree program in Corrections at nearby Southern Illinois University;
e) Assignment of staff-officer to Illinois Security Hospital In-Service Training Program - especially desirable in view of closeness and Psychiatric Division at Menard.

We believe that staff-training should increase sharply at Menard -- and especially for the correctional line-officer. Administration supporting the programs described here will undoubtedly find itself in a sometimes difficult position with that staff element who will resist any change; nevertheless, it is our feeling that institutional administration in this setting is in favor of training programs which will be of benefit, and will do its utmost to provide adequate support for training.

E.

The Vandalia State Farm

1. Staff turnover at the Vandalia facility is very small; however, new employees occasionally are added to the staff. The small number of transfers from other institutions does not appear to warrant a formal orientation program such as has been recommended at other large Illinois correctional institutions.

As an alternative, it is our recommendation that Vandalia administration strengthen its present "orientation program" for new correctional line officer staff by the following means:

a) provision of a formal detailed operating plan for use in planning and evaluating each new employee;

b) assignment of one experienced staff-member the responsibility for orientation programming of new employees;

c) development of means which will emphasize the special characteristics of Vandalia;

d) provision of a rulebook for the new employees.

The availability of assistance from other institutions having a similar program (Menard, for example) should be explored, and utilized, if appropriate.

2. As has been previously reported for Joliet, Pontiac, and Menard, Vandalia correctional line-officer staff have a low level of understanding for corrections and the correctional institution. Yet, there is substantial evidence that staff are aware of this shortcoming and would be interested in training as

a means to overcoming it. At the same time, Vandalia administration has recognized this need and has recently provided a brief in-service training program for about 50% of staff. This program focussed upon providing personnel with a better understanding of the various institutional subdivisions, and how they are integrated into one functioning whole.

We feel that the recent in-service training programs are useful and provide a desirable start. It appears essential that all Department staff, including those at the Vandalia facility, receive the formalized instruction program that is being provided in larger institutions; however, such a program would probably not be economically feasible at Vandalia.

Therefore, it is our recommendation that correctional line-officer staff at Vandalia be assigned in groups of five each to the continuous Basic In-Service Training Program (BISTP) at Menard Penitentiary. This would allow a group of five officers to be trained each two weeks, or a total of 65 in a six month period. The latter will represent 50% of our target group for training in this program.

a) that a Basic In-Service Training Program (BISTP) be established at Menard for correctional officers, which is designed to provide job-related knowledge and skill-advancement leading to an increased measure of employee performance effectiveness;

b) that BISTP be organized to ensure that all correctional officers complete the program initially within a one and one-half year calendar period;

c) that, to meet this deadline, groups be in training consecutively, with 13 groups each six months;

d) that each BISTP training group be composed of approximately 13 employees, meeting 8 hours a day for a full two-week period;

e) that BISTP be structured so as to be a continuous program with additional training groups entering as other groups complete the program;

f) that BISTP provide the foundation for further programs of in-service training at a later date, and which will emphasize specific skill attainment for the employee;

g) that BISTP provide 80 hours of instruction during the training period for each trainee in the program according to a detailed schedule of instruction topics and times;

h) that BISTP be directed within the institution by a full-time program training officer with the requisite skills, with half-time assistance by another staff-member having a correctional officer rating;

i) that specific content areas in the BISTP program include, among others:

1. methods of inmate supervision,
2. types of inmates,
3. institutional procedures and divisions,
4. the total correctional process,
5. the Illinois system of corrections,
6. legal rights of the institution, employee, and inmate,
7. working with inmate groups,
8. security review.
9. role of the correctional officer,
10. racial tensions and the correctional officer,
11. inmate perspectives

j) that specific evaluation measures be integrated into BISTP as an effective device for awarding staff recognition to those completing the program;

k) that agreement be sought from other involved agencies for the conferring of a new title - Correctional Officer I, II, III, IV, V as appropriate - on the BISTP graduate, and the gradual abolishing of Guard classification titles;

l) that involvement in BISTP be mandatory - although volunteers might be scheduled initially, wherever possible;

m) that the BISTP program director make available to other interested employees, that portion of the training program which is in written form--thus, accelerating the training process;

n) that the BISTP director have adequate access to funds and resources for effective implementation of the activity;

o) that Departmental and Menard institutional staff be available for assisting in appropriate instructional segments;

p) that outside consultative and instructional assistance be obtained by the BISTP director, and especially in the areas of content knowledge or skills outside of the competence of institutional staff;

q) that BISTP be accorded administrative recognition at the Departmental and institutional level as a priority activity--consistent with maintenance of facility security.

Although it is anticipated that this program will be resisted in some quarters, it is a realistic and economical one which will provide a sound basis for institutional operation.

3. We have elsewhere reported the needs and desirability for a Supervisors Training Program (STP) asa highly-effective device for encouraging better job performance by lower staff levels. Particularly at Vandalia, we believe that such a program for correctional line officers is essential - especially in view of the absence of significant middle-management numbers.

Again, the reasons for the weighty importance we have attached to supervisors training programs elsewhere in this report, are equally applicable here. (For an elaboration, see the discussion on page 53 concerning Menard).

Therefore, it is our recommendation that supervising correctional officers at Vandalia be assigned to the Supervisors Training Program (STP) at Menard in groups of three each. The training program at Menard will operate within the following framework:

a) that the STP be designed to increase supervisory competence, especially in terms of general supervision activities;

b) that the program be required of all correctional line-officer supervisors by the end of one and one-half calendar years from initial implementation;

c) that the training program utilize a balanced combination of classroom and field instruction, mostly at the Menard facility, with required outside readings;

d) that individual attainment in the STP be strongly considered in future promotions;

e) that the STP be directed by a one-half time employee assignment (possibly a lieutenant) with significant use of outside consultants and instructional assistance being incorporated into program design;

f) that the STP have strong administrative approval, at the Departmental and institutional level, and that adequate resources be made available for program implementation--including funds, materials, staff time, space;

g) that topics included in the STP include the following, among others:

1. the total correctional process,
2. working with groups,
3. principles and techniques for supervision,
4. supervision of on-the-job training,

5. communications in institutional effectiveness,
6. social and psychological factors in corrections,
7. and, a full-day field exercise.

h) that the STP activity be organized to provide a minimum of 96 hours for each trainee in an arrangement providing one day of training program each month for twelve months;

i) that each STP training group be composed of ten correctional line-officer supervisors;

j) that, as appropriate, the STP activity meet jointly with BISTP trainees or utilize the consultants for that program;

k) that the STP training director use innovative and interest-stimulating instructional methods in this program, wherever effective for content presentation;

It is anticipated that full implementation of the STP will be complementary to that recommended to BISTP. Together, they can provide an adequate foundation for further development of an institutional environment whose primary organizational emphasis will be rehabilitative and treatment oriented. To this end, investment of time and resources by the Department in support of this training program will be most productive.

Tentative Outline of Supervisory Training Program (STP)

Class of ten correctional line officer supervisors will meet for eight hours once each month for a total of twelve months (96 hours). A variety of instructional methods will be used including:

a. Lecture
b. Discussions
c. Microlab T-Groups
d. Films
e. Assigned Readings
f. Practice Sessions

Topics included in the program will be developed in approximately the following order:

1. Communications
2. Institutional Evaluation
3. Supervisory Techniques I
4. Supervisory Techniques II
5. The Corrections Movement
6. Crime and Corrections
7. Correctional Processes
8. Group Supervision
9. Employee Evaluation
10. On-The-Job Training

This STP program participation will do much to re-inforce the other training programs we are also suggesting.

4. Finally, it is our recommendation that Vandalia staff should be encouraged by administration to participate in individual training opportunities, as they arise. These would include the following:

a) Career Development Program for Correctional Middle-Management;

b) Self-Instruction Program for Non-Custodial Staff in Corrections;

c) Associate of Arts degree program in Corrections at Southern Illinois University.

As indicated in Report #4 of this series, training programs for Vandalia staff are appropriate and useful. We feel that utilizing of on-going programs at Menard would be most economical, and would not seriously suffer from focussed for and presented at the latter institution. Further, recent training activities at Vandalia are suggestive of a positive attitude by administration for future emphasis on increased staff-training programming.

One additional point should be made, as regards Vandalia State Farm. Although many training activities are suggested which would involve programs at another institution, it is essential that Vandalia administration personally emphasize the value of and need for such training to all staff. It would be most unfortunate if training was downgraded by Vandalia staff because the site was elsewhere.

F.

The Vienna Penitentiary

As indicated in previous reports, the Vienna facility represents a set of special conditions providing minimum-security, and an emphasis on rehabilitation and treatment. Staff size is quite small (about 80, of which 40 are classified as custodial) and the location is geographically isolated. Nevertheless, much of what has been previously stated for other institutions, applies equally to the Vienna facility. To meet these needs, however, we are recommending somewhat different training plans.

1. Staff-turnover at Vienna is almost nil. We would, however, suggest that administration provide a formal written guide for future employee orientation.

2. Due to previous in-service training activities at Vienna, correctional line-officer staff appears to have made substantial progress in role-performance increased effectiveness. We feel that the most recent program series was quite effective in obtaining its limited goals and that, with some modifications, this type of program be continued now as a special Basic In-Service Training Program (BISTP). Specifically, the BISTP activity should operate within the following framework:

a) that a Basic In-Service Training Program (BISTP) be established at Vienna, to include and follow-up on the previous Correctional Information Series Programs;

b) that the BISTP activity be voluntary for staff participation, but that all personnel be encouraged to become involved;

c) that BISTP be presented in a format having a once-monthly session of 2 to 3 hours at the institution, with group leadership and discussion provided by Southern Illinois University staff;

d) that specific BISTP content be adjusted to reflect the specific situation, personnel, and instructional staff involved in any given conference;

e) that agreement be sought from other involved agencies for the conferring of a new title--Correctional Officer I, II, III, IV, V, as appropriate, on persons attending the entire program and meeting an evaluation standard;

f) that this BISTP be accorded sufficient administrative recognition at the Department and institutional level to stimulate employee participation and availability;

g) that inmates, staff families, and others be invited to participate in this program--as has been the case in the previous program series;

h) that this participation in this program be considered when personnel actions are taken--such as promotion, salary adjustments, and so on.

3. It is our recommendation that correctional line-officer supervisors from the Vienna facility be assigned to the Supervisor's Training Program(STP) at Menard, in groups of two each. A separate program providing the special knowledges presented in the Menard STP would not be warranted at Vienna. Receiving such training

at the Menard facility would be appropriate because of the very nature of STP content, and would not compromise the "special" conditions presumably part of a minimum-security facility. (For further details of the Menard program, see page 53 of this report.)

4. Finally, it is our recommendation that Vienna staff-members be encouraged by administration to participate in individual training opportunities, as available and appropriate. We previously have noted that "more than 20% of the Vienna employee group are currently enrolled in various college-level training programs designed to permit a fuller grasp of the modern correctional movement and its concommitants" (page 12 of Report #4--Current Status of Staff-Training in Illinois Correctional Organizations and Facilities). We would encourage even greater numbers to become involved in such training, although the present effort is excellent.

Other activities desirable for individual staff-participation include the following:

a) Career Development Program for Correctional Middle-Management;

b) Self-Instruction Program for Non-Custodial Staff in Corrections;

It is our impression, based upon discussions and past performance, that institutional administration at the Vienna facility is supportive of staff-training activities. It is suggested that the nearness of Southern Illinois University could be particularly useful for staff-training at Vienna in the future.

G.

The Dwight Reformatory for Women

Staff training needs at Dwight Reformatory for Women, while having some unique content factors, is basically the same as other Illinois correctional institutions in terms of program design, plans, and scheduling.

1. Orientation training at Dwight has taken on increased formality during the past year or so and now is considerably standardized. The orientation program developed places emphasis on a varying combination of custodial practices and factors conducive to inmate rehabilitation. In addition, training for male correctional line-officers takes into account the re-training necessary for the employee imbued with the Joliet orientation. We have one recommendation regarding staff-training at Dwight:

a) that the program be made more intensive initially with more opportunity for supervised learning experiences;

2. In-service training at Dwight appears to be of less quantity and intensiveness than would be optimally desirable. It is our feeling that the Basic In-Service Training Program (BISTP) recommended at many points in this report, would be equally appropriate at Dwight. The logistics of this program at the Dwight facility are complicated, however, by an apparent

reluctance to utilize on-going portions of a BISTP activity at another facility--Joliet or Pontiac, for example. Nevertheless, we recommend that correctional officer staff from Dwight be assigned in groups of three to the Basic In-Service Training Program at Pontiac. Further, a new group of three officers should be assigned consecutively to each BISTP cycle, this permitting approximately 73% of our target group to complete training within a six month period. (See pages 42-45 of this report for further information on the Pontiac BISTP activity.)

3. As is true elsewhere, the correctional officer supervisor role at Dwight is crucial for ensuring the most efficient institutional operation, and one which is oriented towards attaining program goals. It is our feeling that the supervisor group must be involved in a special training activity which is specifically designed to support and develop the supervisory capacity of this staff level.

It is our recommendation that Dwight administration assign groups of two supervisor corrections officers each to the Supervisors Training Program at the Joliet Penitentiary. This will provide an economical and practical plan for furthering capabilities of Dwight supervisory officers. (Further details of the Joliet STP will be found on pages 30-34 of this report.)

4. As appropriate, we recommend that Dwight staff be encouraged to avail themselves of individual training opportunities. Included among desirable training activities are the following:

a) Career Development Program for Correctional Middle-Management;

b) Self-Instruction Program for Non-Custodial Staff in Corrections.

In addition, it would be useful for Dwight administration to explore the possibility of cooperative training plans with the Geneva School for Delinquent Girls--a moderately short drive away--in terms of special unique areas for institutions having female inmates.

H.

The Division of Parole Supervision

Currently, staff-training in the Division of Parole Supervision is the fulltime responsibility of a training supervisor. Monthly meetings of parole agents are structured to provide staff with a varying combination of situation-directed technical information and, to a lesser degree, conceptual and theoretical materials appropriate to the parole agent role.

1. It is our recommendation that a concerted effort be made by Division administration to provide, in addition to monthly in-service training conferences, two refresher workshops annually--one downstate and one in Chicago. It is suggested that the major focus of these workshops be concerned with the counseling process and interpersonal relationships. Observation and other information suggests that this content area is a particularly difficult one for a significant portion of Division staff; yet, this is a major factor in parolee adjustment on a nationwide basis. Since we are recommending a major effort in this direction, it is likely that instructional and consultative expertise could logically and appropriately assist the Division training supervisor.

For the moment, it is our judgement that emphasis is so important for the recommendation made above that we will refrain from secondary suggestions.

III

PROBATION

Probation organization in Illinois is totally decentralized with a minimum of 100 separate probation jurisdictions. Each organization is tied to a circuit court district--usually to a county within the district--and receives administrative direction from circuit judges assigned to each court. At present, no statewide organization exists in Illinois which either sets statewide standards or operational procedures for probation.

It is difficult to accurately describe Illinois probation in broad general terms. For example, in some areas probation does not exist. In others, only voluntary probation workers perform this function. And, in still others, the number of full-time probation staff ranges upwards of from five to twenty-five or more personnel. Similarily, educational and experience backgrounds of probation personnel vary considerably with few having the kinds of professional training urged by N.C.C.D. and similar modern corrections advocates.

The probation officer role in Illinois appears to be a combination of quasi-surveillance, records maintenance, and limited investigations for sentencing courts. To these, an element of counseling is present in varying degrees and with markedly differing orientations. Until very recently, little formal effort was directed towards providing a standard for Illinois probation personnel; however, 1966 legislation provided for partial state subsidies to those jurisdictions adhering to certain personnel recruitment and retention standards. In addition, there is some indication that a re-organization of Illinois corrections into a Department of Corrections may include a statewide probation system.

Staff-training for Illinois probation is at a very low ebb (although an occasional bright spot can be found). A questionnaire survey of probation workers was marked by disappointing results, with less than a 25% respondent group. Among the latter, staff-training presumably is a very low priority item--given presently existing conditions. There was little interest shown by respondents for participating in staff-training programs. Considerable reservation was expressed by respondents for the following types of reasons:

a. previous experience with college/university based short-term training experiences was generally regarded as having been useless--mainly because no bridge mechanism was provided by which training content could be adequately related to the reality setting;

b. a commonly-held belief that adequate time would not be available in the probation officer's day for training to be properly scheduled;

c. considerable sentiment reflecting a belief that circuit judges would not approve of training, and that new methods or knowledge content could not be used in the probation role without significant changes in judges attitudes;

d. and, a strong consensus that probation personnel are presently proficient in their roles without further training.

It is suggested that there is an unfortunate quality of role defensiveness among probation personnel. In reasonable quantity, defensiveness is a desirable and appropriate attribute for correctional personnel; however, a disproportionate emphasis in this direction, combined with the considerable opportunity for isolation and authoritarianism seen in corrections, produces a combination potential which is anything but rehabilitation oriented.

We recommend, therefore, that a specific and highly focused training program be designed for probation workers in Illinois. The program will have the following objectives:

a. to provide an impetus towards general operational standards for probation roles in Illinois;

b. to sensitize probation staff in the nuances and intricacies of counseling clients;

c. to assist in the delineation and re-definition of probation staff roles, especially in terms of change processes leading to ideal types;

d. to provide a start in establishing a core curriculum of subjects and content appropriate for probation operations.

The format for Probation Training Workshops includes the following:

a. provision of a workshop series for personnel (paid or voluntary) in probation settings, and specifically designed to be role-specific for participants;

b. a three-day workshop occurring once each four months for a stable participant group;

c. instructional and consultative expertise provided by continuation grant funding--with participant expenses borne by sending agency;

d. participant group size limited to a number deemed most effective for instructional techniques used in the workshops;

e. as appropriate, planning and implementation of workshop series being a cooperative effort of the continuation grant proposal--and, the Illinois Probation, Parole, and Corrections Association;

f. provision of a focussed reading program between workshop sessions, for participants;

g. content including the following topics, among others--

    1. counseling and communications
    2. interpersonal relationships
    3. social-psychological factors in crime and corrections
    4. correctional rehabilitation
    5. the probation officer role
    6. the court-probation relationship

It would be advantageous to have full support from circuit courts for implementation of this program; it would be essential if change in role operation by probation officers is expected.

IV.

LOCAL INSTITUTIONS

This report is primarily concerned with adult corrections in long-term facilities; however, local institutions in Illinois hold a large number of persons for widely-varying periods of time.

A.

The County Jail and Police Lockup

Illinois has about 102 county jails and more than 50 police lockups. Our recent survey indicated that full-time staff for such facilities ranges from 0 (none) to more than 300, using the total deputy staff for quantifying purposes; obviously, only a few of each deputy group (at most) are directly involved in jail operations.

In the project survey, most reporting sheriffs and police administrators indicated a high degree of interest for deputy staff-training, and a substantial number indicated appropriate subjects would include jail administration, non-security-oriented content, and "correctional law." In personal interviews, it was noted that deputy staffs do not generally have any notion of the meaning of corrections -- not to mention the philosophy, goals, and functions this term implies. The average deputy seems almost fully immersed in law enforcement aspects of his role with little time or concern left for rehabilitation aspects of the setting.

In contrast, the local institution administrator (the sheriff or police chief, generally) appears to be much more aware of this need and indicates a willingness to accept training programs aimed at appropriate segments of this staff group. Presently, with two exceptions (the Cook County Jail and the Chicago House of Correction), training programs with primarily correctional content are not available to Illinois county jails or police lockups. And, even in the two exceptions noted, training programs are in the prototype or beginning stages.

It is our recommendation that provision be made to train sheriff's deputies and municipality police assigned principal duties in local institutions towards a goal of properly balancing the law enforcement and correctional aspects of their roles. Specifically, we recommend the following:

a. that, during the continuation grant year, two Jail Administration Training Programs (JATP) be developed and implemented for local institutional staff;

b. that JATP be designed so that content is primarily directed towards the corrections aspect of local institution operations;

c. that JATP include ample written materials which can be taken to home institutions by participants, and used in informal training sessions there;

d. that JATP draw upon the resources and staff of Southern Illinois University, and other appropriate organizations, for program design, implementation, and evaluation;

e. that JATP be limited to twenty participants in each program of two-and-one-half days (but with the option of providing two sections of twenty each at one program -- should the demand be great);

f. that JATP participant expenses/travel be supplied by each sending agency, and that administrative/instructional expense be included in grant funding;

g. that JATP include instruction in the following content areas, among others:

    1. interpersonal relationships
    2. the law of corrections
    3. supervision techniques
    4. local institutional management
    5. communications

It is also our recommendation that, upon operationalization of BISTP and STP in state-level facilities, ways and means be explored to provide for limited participation by staffs of locally-administered institutions.

The next section of this report is based upon a recent extended study of the Illinois Youth Commission, an agency providing custodial and rehabilitation services to delinquent youth. Since the full report is included in project report #4, only the section concerned with staff-training recommendations follows.

V.

ILLINOIS YOUTH COMMISSION

Recommendations For Agency Staff Training Programming

In this section, we will make a number of recommendations having relevance for staff training in the agency and its divisions. Each recommendation results from careful consideration of the total agency, its resources and programs, and the place of the Illinois Youth Commission in relation to overall society. There is an intended consistency and "building-on" quality to the recommendations since the writer must believe that only through such an integrated approach can staff training be effectively meshed with agency treatment programming.

1. It is recommended that the Illinois Youth Commission establish the position -- Coordinator of Staff Training and Program Development. This full-time position should be occupied by an individual having adequate training, background, and motivation to successfully initiate and follow-through in a statewide program. Further, it is recommended

   a. That this position be full-time;

   b. That this position be directly responsible to the agency chairman;

   c. That it be adequately funded for state-level functions through the state central office;

d. That this position, in its relation to agency divisions, be advisory -- but with substantial powers of persuasiveness;

e. That the person in this position have overall responsibility (subject to the Chairman's approval) for survey, design, implementation, and evaluation of an agency-wide staff training program;

f. That the person in this position serve as advisor and consultant to the Commission and agency division in matters of staff training and program development;

g. That the person in this position on the basis of initial and continuing surveys of agency needs related to staff training, suggest for approval by facility administration (or agency administration when major changes are indicated) modifications of training in terms of focus, quantity, quality -- particularly as it will affect achievement of agency or facility goals;

h. That this person will serve as a consultant to the agency staff in their planning and development of new treatment programming, and the preparation of proposals for new programs (including those involving federal grant applications);

i. That this person, as one of his first priorities after the initial agency survey, develop a set of provisional goals and approaches for the agency and its facilities -- in terms of staff training and program development.

2. It is recommended that each division and large unit of the Illinois Youth Commission have an individual whose major responsibility is staff training and program development. Further, it is recommended that

a. The following units warrant consideration for a full-time person:
   Illinois State Training School for Boys
   Field Services Division
   Forestry Camp Division;

b. The following units warrant consideration for sharing of one or more full-time persons:
   Reception-Diagnostic Center
   Special Education Schools
   Training School for Girls
   Industrial School for Boys;

c. Such persons be directly responsible to the division or unit administrator, but also with a direct link to the state-level Coordinator of Staff Training and Program Development;

d. This position and its activities be funded from local budgets supplemented, where necessary and appropriate, by central office funds;

e. Persons in this position ascertain definitively those areas needing training activity, arrange an appropriate training program with administrative approval, implement, and provide evaluation devices for such training;

f. The persons assigned to these facility training positions be selected by the facility administrator (with concurrent approval of the agency-level Coordinator) in terms of insightful, persuasive, motivated capacities -- and that the person selected be imaginative;

g. The persons so selected be encouraged to utilize outside-of agency resources in staff training.

3. _It is recommended that serious consideration be given to the establishment of a Training Center for all staff levels adjacent to or part of (but semi-independent of) a current facility, to provide orientation, continuation, and special training_. Further, it is recommended

a. That the facility be attached to a current facility for physical support, but that organization and administration be semi-independent;

b. That the facility be organizationally-designed to provide various types of training: orientation of new employees; all forms of in-service training; refresher courses of various duration; experimental training approaches;

c. That the facility be staffed by one permanent cadre and rotating trainers (and similar persons having special knowledge) from the various divisions;

d. The federal-funding be sought to help support the first two-three years of operation;

e. That the facility programs be particularly designed to facilitate new agency programming in terms of treatment and rehabilitative methods;

f. That, as a minimum, each agency employee having substantial client contact have a refresher course (of varying contents) each three years at the facility;

g. That a major emphasis of the Training Center be to provide appropriate in-service training programs in the field.

4. It is recommended that, in the light of a severe shortage of qualified counseling professionals, consideration be given to redefining the non-professional's role to include a counseling function; and, to be most effective, appropriate training be provided to learn and support this new role. Further, it is recommended

a. That the agency provide, through its Coordinator of Staff Training and Program Development, a systematic training plan for non-professional staff having substantial client contact which will increase their competence for counseling within specified perimeters of action;

b. That training be conducted wherever most economical and convenient, by both agency staff and outside-of-agency consultants;

c. That advanced counseling training be provided those non-professionals showing particular capacity for this function -- and that additional motivation be provided in terms of such factors as salary increases, new personnel code titles, and so on;

d. That the new role be psychologically supported by agency and division professional staff through conferences, lectures, outside consultant acquisition, and so on.

5. It is recommended that the Illinois Youth Commission go beyond its own staff, wherever appropriate, to obtain necessary consultant and/or instructional staff for staff training programming. Further, it is recommended

a. That, when economically feasible and programatically desirable, outside-of-agency consultants be sought on a temporary or continuing basis for staff training activities;

b. That federal agencies concerned with social welfare programs be canvassed for grant or consultation assistance in staff training;

c. That a permanent liaison be developed with one or more colleges/universities having substantial interests in the area of corrections, as an aid and guide to staff training;

d. That preliminary steps be explored in the development of a regional training center to serve several states, selected employee groups with specific training situations apropo to juvenile corrections;

e. That the idea of recruitment and training volunteers for selected work-situations within the agency divisions (youth-contact situations) be explored, especially as regards the type of training most suitable;

f. That the development of a permanent volunteer cadre of special trainers from without the agency be explored.

6. It is recommended that the Illinois Youth Commission encourage students interested in juvenile corrections as a professional career through a carefully planned program of stipends and work experiences. Further, it is recommended

a. That stipends be made available, consistent with available funding, to students engaged in the internship phase of professional education (social work, psychology, sociology, rehabilitation counseling, activity therapy, recreational therapy, and professional business management);

b. That stipends be made available in a few cases to students who are engaged in training for the fields listed above, but who have not yet reached the internship stage;

c. That internships for the professional fields listed above be made available (and be encouraged) within the agency and its divisions, and that competent staff devote adequate time to give such students appropriate supervision;

d. That the agency make available to institutions of higher education the agency and division as a training ground for students in fields having interest appropriate to agency functions (and consistent with agency and client safeguards, economy, and administration).

7. It is recommended that strong consideration be given to the development, distribution, and implementation of an agency policy and operating manual. Further, it is recommended

a. That such a manual(s) be written to definitively state agency and division goals, policies, and procedures;

b. That such a manual(s) be written in terms which is practical for all concerned levels of agency staff;

c. That all manuals be kept current, both by the agency and by individuals receiving such manuals;

d. That manuals carefully spell-out the agency and division staff training programs in broad, but workable terms.

8. It is recommended that the Illinois Youth Commission consider an increased program of staff training for all staff levels. Further, it is recommended

a. That staff training be viewed as a priority item in agency and division administration, especially insofar as agency treatment programming effectivity is concerned;

b. That funds be allocated from state central office and division budgets to ensure at least a minimum program of focused training and program development;

c. That situations be sought in agency programming which could benefit from strengthened staff training activity, and that such training be provided;

d. That training priorities be established within the agency and divisions, with the final pattern providing a systematic and integrated approach to the total agency program;

e. That sufficient material and monetary resources be made available for staff training to make it a viable and continuing activity;

f. That evaluation devices be built into all staff training programs within the agency, to the end that training may be reformulated as necessary to meet new needs and problem areas.

9. It is recommended that the Administrative Services Division engage in a series of activities, coordinated with the efforts of the Coordinator, designed to aid in operationalizing and supporting an agency-wide staff training program.

   a. That the Personnel section develop mechanisms for materially demonstrating the agency's interest in having all staff successfully participate in training;

   b. That the Public Relations section develop a series of economical information pamphlets for intra-agency and outside-of-agency distribution;

   c. That the Supervisor of this Division explore arrangements for a system of shared time and shared cost, especially for items/services which are very costly or in short supply.

10. It is recommended that, as program change or demonstration programs are developed, the needs and advantages of appropriate staff training be built-in to the planning and implementation phases.

11. It is recommended that, in conjunction with the agency public relations staff, an intensive and well-grounded internal information program be promulgated among agency personnel.

12. It is recommended that special attention be given in all phases of staff training to the continued integration of agency division functions as they bear on the continuum of youth involvement with the agency.

VI.

CONCLUDING REMARKS

In the past eighty-seven pages, we have presented our assessments of the staff-training needs for various Illinois correctional organizations. Not all of our recommendations can be put into action at one time; however, the task appears large and the need great. As a final recommendation, we submit the following: We urge each correctional administrator and manager in Illinois to critically view the operation he controls and to seek opportunities for utilization of new or reinforced knowledge presented in staff-training programs. As public servants, we believe that this group -- as well as university-based correctional expertise -- must lead the way towards an improved correctional movement in Illinois. It is our firm conviction that the programs and suggestions presented in this report will assist Illinois corrections moving this direction.

VI.

Demonstration Projects in Illinois Correctional Staff-Training

While O.L.E.A. grant #197 was primarily a study and planning activity, limited energies were devoted to staging demonstration training activities appropriate to overall grant goals. In this section, we reproduce Report #8---Report on Demonstration Projects in Illinois Correctional Staff-Training.

PROJECT REPORT #8

REPORT ON DEMONSTRATION PROJECTS IN ILLINOIS CORRECTIONAL STAFF-TRAINING

JUNE 1968

by

GEORGE W. KIEFER

PROJECT DIRECTOR

(This report is prepared in connection with Grant #197---State In-Service Training for Correctional Personnel---and is jointly sponsored by the Office of Law Enforcement Assistance, U. S. Department of Justice; the Center for the Study of Crime, Delinquency, and Corrections at Southern Illinois University; and, with the cooperation of the Illinois Department of Public Safety.)

PREFACE

This report is one in a series produced during the course of project activities. Each report will be distributed locally, as appropriate, and additional copies made available to the O.L.E.A. agency in Washington, D.C.

Report #8 is a focused document presenting reports on four demonstration training activities occurring during or having their basis prepared in the present grant period. For each, a brief description and analysis will be presented here.

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I.

Introduction

The purpose of this report is to present the reader with a description of four separate demonstration projects which were fostered or sponsored by the current planning grant--State In-Service Training for Correctional Personnel. In each case, specific attention is given to providing the following information:

a. analysis of need to which training program was directed;

b. conceptual framework for the training program;

c. description of activity;

d. evaluation of training program effectiveness.

As of this writing (July 1968), two programs are nearing or have been completed, one will be within two weeks, and the final one will be completed in August, 1968. While an evaluation can obviously not be given for unfinished activities, even here some preliminary data is available which is suggestive for evaluation purposes. This data will be incorporated into the report.

II.

Correctional Information Meetings

The Illinois State Penitentiary at Vienna is a small correctional institution with a minimum-security classification, for custody purposes. Average inmate population is about 160 with 80 staff (of which 40 are listed in custodial duties) to provide institutional operations.

A conscious effort is being made at Vienna to emphasize the treatment and rehabilitative aspects of institutional programming; however, the absence of adequate professional staff and a high priority placed upon framework for inmates lessens considerably the opportunity for development of a program emphasis on inmate rehabilitation processes.

Vienna administration has been concerned to provide conditions which are in some way positive for inmate rehabilitation. In terms of the two problem areas previously listed, the institution would apparently be hard-put to develop any major change. Certainly, hiring of full-time professional staff would be challenged at many points in the Illinois Department of Public Safety power structure; but even so, if professionals were sought, it would be very difficult to recruit desirable numbers of personnel for this rural,isolated, parochial setting. The community environment would most likely not nurture such staff and could not provide professional succor through identification with other persons in similar capacities.

The other problem area-- heavy emphasis on farming operations utilizing inmate labor-- is even more severe since it encourages a strong priority for institutional operation needs being totally dominant over needs associated with inmate rehabilitation. We do not suggest that institutional operation be sacrificed in the name of inmate needs; rather, it seems appropriate that such operations be based on and reflect these needs to the end that the most optimal conditions be available for inmate rehabilitation. In any case, every indication at present suggests that heavy emphasis will continue to be placed upon farm operations in coming years. The effect that a projected voacational training program at Vienna will have on this situation, cannot be evaluated at present.

Partly to meet the challenges for inmate rehabilitation suggested by the foregoing, and partly through a desire to provide correctional line officer staff with added "training", an opportunity presented itself for the development of an in-service training program.

At the outset, it should be made clear that the Vienna administration, the program instructor, the participants, or the Project were not of the belief that a brief in-service training program would be the panacea for correctional rehabilitation; nevertheless, it was felt by all that the benefits accruing to staff and institution would be sufficient to warrant a training program. Specifically, the following objectives were incorporated in program design:

a.)Provision of a continuing forum for correctional line-officer staff to discuss the various views concerning inmates, correctional institutions, inmate rehabilitation and treatment;

b.)Serve as a sounding-board and feedback mechanism for staff attitudes relevant to the employment setting;

c.)Promulgate specific information to staff concerning corrections, rehabilitation, and other relevant subjects;

d.)Stimulate staff towards positively obtaining further training and education for corrections.

Training program design was built around the specific situation existing at Vienna; namely, a small staff with rural backgrounds and a tradition of custody in corrections. The program instructor, Professor John E. Grenfell (of the Center for the Study of Crime, Delinquency, and Corrections at Southern Illinois University) was familiar with Vienna through previous training activity. In cooperation with institutional administration, a series of six staff meetings was planned. A meeting was scheduled each month at the institution, in the evening, and the invitation was made for any interested staff to attend. No extra pay or compensatory time was provided.

The content of each meeting varied to reflect interests particularly noted among staff; however, throughout was to be found a continuing emphasis upon assisting staff towards their development of a quasi-professional awareness for the theory and methods of modern corrections. In some cases, other staff from Southern Illinois University were called on by Professor Grenfell to present discussion topics appropriate to their expertise.

Certainly, appropriate discussion and comment was welcomed from all participants--and received in quantity. Formal guidelines for discussion were not set beforehand; however, the program instructor was alert to provide appropriate re-structuring should criticisms become overly blatant, or should discussion content become personally embarrassing to the institution or program participants. In a sense, this was a modified T-Group approach with participants having opportunity for evaluation of his role, attitudes, and communication patterns. Structure was provided; but, with considerable opportunity for group or individual flexibility.

Although originally intended for correctional line-officer staff, this demonstration training program has maintained sufficient resiliency to permit participation by all levels and divisions of staff, many of the adult family members of staff--and recently, by a number of inmates. Average participation numbered about 30 staff/family and about half that number inmates. Given the setting and situation, the mix and numbers of participants is remarkable--if not, in fact, unique.

Evaluation of this program is necessarily on a subjective basis; however, one that utilizes an accumulation of subjective impressions to produce an overall assessment. Overall assessment of program usefulness is that of a positive activity which has (a.)successfully integrated the institutional uniqueness of Vienna State Penitentiary with the broadly drawn main trends in modern correctional thinking; (b.)provided a highly efficient and appropriate sounding-board for staff to work-through many of their feelings concerning the inmate, their own roles, and various institutional processes; and (c.)furthered the notion of staff-training as an ordinary and standard part of the corrections scene.

Comments elicited informally from participating staff was generally positive and emphasized factors suggesting the enhanced role growth occurring with Vienna personnel. The most interesting indicator of staff interest and acceptance of training, however, is seen in the voluntary attendance at each session by 1/3 to 1/2 of the employees at Vienna.

With some minor modifications, it is anticipated that this type of program will be continued at the Vienna Facility and, as one part of a larger training program, be initiated at the Vandalia State Farm--assuming, of course, that continuation grant funding becomes available.

III.

NEWSLETTER for Illinois Correctional Staff-Trainers

At present (July, 1968), five persons are employed by four organizations in positions properly described as having primarily staff-training duties. In addition, elsewhere in the current project, we are strongly recommending to various correctional organizations the establishment of an additional five full-time training positions as being a minimum level for development and implementation of state-wide training programming. These ten trainers will form a nucleus around which staff-training can be organized. It is also anticipated that other correctional staff will receive 1/4 or 1/2 time training assignments as the needs of special situations so indicate.

We empathize with the correctional staff-trainer, representing to the few both a threat and an intrusion, and feel that he needs all of the support that can be provided. All too predictably, the staff-trainer will be subjected to many kinds of pressures as he prepares and implements training; however, if his role is to be most effective and in tune with the corrections movement, he will receive succor and stimulation from postive source who support his training role. In addition a series of workshops for correctional staff-trainers, a NEWSLETTER for Correctional Staff-Trainers of Illinois has been developed.

In brief, the NEWSLETTER is an attempt to provide the correctional staff-trainer with a means to continually update his knowledge about Illinois corrections. Strong emphasis is placed upon providing appropriate resource listings for the trainer to use in his program. Also, an effort is made to let trainers know what other institutional trainers are doing or contemplating--again, a device encouraging cooperation and statewide training integration.

Format for issue one of the NEWSLETTER is an offset-produced twelve page issue. A compromise was made for the demonstration issue which ruled-out other than typed or hand-prepared materials; however, planning for future issues involves a more professional appearing publication. Distribution, in addition to correctional staff-trainers, will include approximately forty correctional administrators and managers in Illinois. Of course, the NEWSLETTER is distributed gratis through our current project.

NEWSLETTER content will vary somewhat from time to time, but will include the following topics in most issues:

a. Feature Article (concerning staff-training)--2 pages

b. Resource Listing (different type each issue)--1 page

c. Interesting Reading (review of publications for staff-training)--1½ pages

d. Featured Correctional Facility (different each issue)--
1½ pages

e. Featured Training Program--1½ pages

f. Training Events Calendar--1 page

g. A Point of Correctional Law-- ½ page

h. Guest Editorial--1 page

Most writing will be produced by Center staff at Southern Illinois University. (and especially by the project director in issue number one)

IV.

Workshop for Illinois Correctional Staff-Trainers

Five persons in Illinois currently have duties primarily involving them in correctional staff-training. In addition, it is anticipated that five more persons will be assigned to training roles in coming months. These individuals come from a variety of backgrounds and, in general, have views of the training role which differ significantly among themselves. In most cases, the trainer performs a function which is given some support by the various administrators, but which is a low-priority item in organizational operation.

We feel it to be of significant value in the encouragement of a state-wide plan of correctional staff-training, for a workshop providing specific assistance to persons engaged in correctional staff-training roles. Specifically, our objectives include the following:

a.) to provide an updating of content knowledge applicable to correctional staff-training for the trainer-participants;

b.) to provide a forum for discussion and working-through of problem areas confronting the trainer in what we believe will be a much-expanding role;

c.)to provide, in a limited way initially, a sense of standardization and priority training areas for Illinois corrections staff;

d.)to provide a prototype informal organizational scheme for state-wide correctional staff-training programs--a look to the future;

e.)to provide a very real sense of mutual identification among participants with the "staff-trainer" role, and to stimulate their further activities towards making this role into a priority one in their organizations;

f.)and, to plan for the year ahead in terms which are applicable to state-wide planning efforts.

Present plans call for a workshop to be held six times during the coming fiscal year (1968-69) with the first (our demonstration project) being scheduled for August 1968. During the interval between in-residence workshops, correctional staff-trainers will receive additional encouragement and assistance through (1.)periodic mailings of appropriate literature, (2.)access to a revolving library of professional training materials, and (3.)a once-monthly telephone conference call for participants at their respective organizations--with an appropriate moderator. In each case, content will be designed to bear upon everyday training activities and/or problems which warrant airing among participants.

The first workshop is planned for the third week of August and will provide a two day training experience. Content will include information relevant for Illinois corrections, demonstrations and instruction in the use of various teaching methods, viewing of selected films especially appropriate for correctional staff-training, and substantial information/discussion concerning future training programs in Illinois. (A workshop outline is attached to this report as Appendix B.)

It is anticipated that participants will number slightly in excess of the five persons currently employed as correctional staff trainers. This added number is accounted for by an increased interest in staff-training among correctional administrators in Illinois, and a consequent assignment of additional part-time trainers.

Instructional and material expenses for this workshop will be assumed within the present O.L.E.A. planning-grant funding; however, participant travel and subsistence expenses will be provided by the home organizations of each participant trainer.

Evaluation of workshops will be obtained through an informal questionnaire given participants during the final session of each workshop. In addition, a continuing dialogue between the project director and workshop participants will point to additional needs for inclusion in future meetings. Workshop design will be sufficiently flexible to permit response to the continually evolving needs of correctional staff-trainers.

WORKSHOP FOR CORRECTIONAL STAFF-TRAINERS

Dates: August 1968 .

Place: Springfield, Illinois

Day #1

9:00 A.M.--Welcome and Introduction

10:00 A.M.--A Historical Approach to Corrections

11:45 A.M.--Lunch

1:00 P.M.--Microlab and Videotape Demonstration

3:00 P.M.--Break

3:15 P.M.--The Illinois System of Corrections

7:00-9:30 P.M.--Training Films for Corrections Staff

Day #2

8:30 A.M.--Assessment of Training Needs I

10:00 A.M.--Break

10:15 A.M.--Assessment of Training Needs II

11:45 A.M.--Lunch

1:00 P.M.--Organization for Correctional Staff-Training I

3:00 P.M.--Break

3:15 P.M.--Organization for Correctional Staff-Training II

4:45 P.M.--Workshop Termination

V.

Planning Workshop: Jail Correctional Worker Training Program

Local correctional institutions in Illinois (the county and city jail) come in all sizes and shapes, ranging from the monolithic structures holding thousands of persons to a few small institutions having less than a ten inmate capacity. Illinois jails, numbering over 100, house persons awaiting trial and those who have been convicted; adult and juveniles; males and females; and, all for periods of time up to one year.

The local jail is organized, administered, and supported by county and/or city officials with only minimal suggested guidelines from any state agency. In practice, the jail is normally administered by either a county sheriff or city police chief. The former obtains office by popular election; the latter, through appointment by municipal officials who are popularly elected. By Illinois statute, Illinois sheriffs may not succeed themselves in office; however, chiefs of police do not suffer this disability.

Jail staffing is nominally the prerogative of the administrator of each facility (within financial limitations imposed by local funding authorities); however, actual practice requires major consideration be given to political affiliations for purpose of staff recruitment and retention. The effect is seen in a major turnover of jail staff with the passing of each election. Through recent permissive legislation of the state, a number of larger counties have been given authority to institute a non-reversible merit civil-service system for sheriffs deputy staff. To a limited extent, this latter provision is being accepted an has led to increased professionalization and competencies among affected staff--partly through various staff-training activities.

Study during this OLEA sponsored grant period has indicated a definite and pressing need for modification of the orientations and practices current in most Illinois local jails today. For example, almost exclusive emphasis is now being placed upon law enforcement features in the jail and jail staff roles; when, in fact, this setting often provides the first contact for an individual to correctional processes. It is unfortunate that a statewide-integrated system of correctional programming does not exist to systematically tap this access to potential and/or early clients. There is reason to believe that such early rehabilitation activity programming will have significantly greater short-term impact than similar programs at a later point in the individual offender career.

We believe that the need for increased staff competencies is crucial for a general upgrading of local jail operations and goals. Without such increased and appropriate training it will be impossible for local penal facilities to make much progress in attainment of the correctional role it is so well-placed to do. But, training is not the entire answer.

In a survey of local penal institution administrators, the overwhelming number of respondents indicated an interest in providing training for their staffs. Most indicated a willingness to participate in appropriate statewide and/or regional training plans. Through OLEA support, grant funds will be utilized to support and assist in training for local-institution correctional staff. This program has been included in the OLEA continuation-grant proposal.

Advance planning for this training program is essential to ensure that content will meet local needs, operating format is structured in such a way as to be supportive of post-training roles of trainees, and that sufficient trainees will be available to participate in each program. To ensure each of these, we will present two workshops (one day each) for administrators of local correctional facilities. Participants in these planning workshops will be selected to provide a representative grouping of local administrators.

Planning workshop leadership will be provided by project staff and consultants. OLEA funds will be utilized for project staff time and travel expense; however, participant expenses will be borne by organizations sending staff to the program. It is anticipated that minimal costs will be involved in the proposed planning workshops.

Present scheduling calls for planning workshops to occur in late August--with training workshops for jail deputy staff taking place in Fall of 1968 and Spring of 1969.

VI.

A Concluding Remark

OLEA grant #197--State In-Service Training for Correctional Personnel (SITCP)--was originally designed to provide adequate resources for an intensive study of Illinois correctional staff training needs and resources. In addition, two training activities were incorporated into the proposal.

In adherence to these guidelines, four demonstration activities have been developed--two to completion and the others just short of implementation. Additionally, the four activities are complementary to the aims and needs developed throughout other reports in this series.

With the approval of continuation-program funding by OLEA, we will be in an excellent position to (a.)continue the demonstration activities as permanent programs, and (b.)implement planning workshops leading to a systematic statewide program of correctional staff-training.

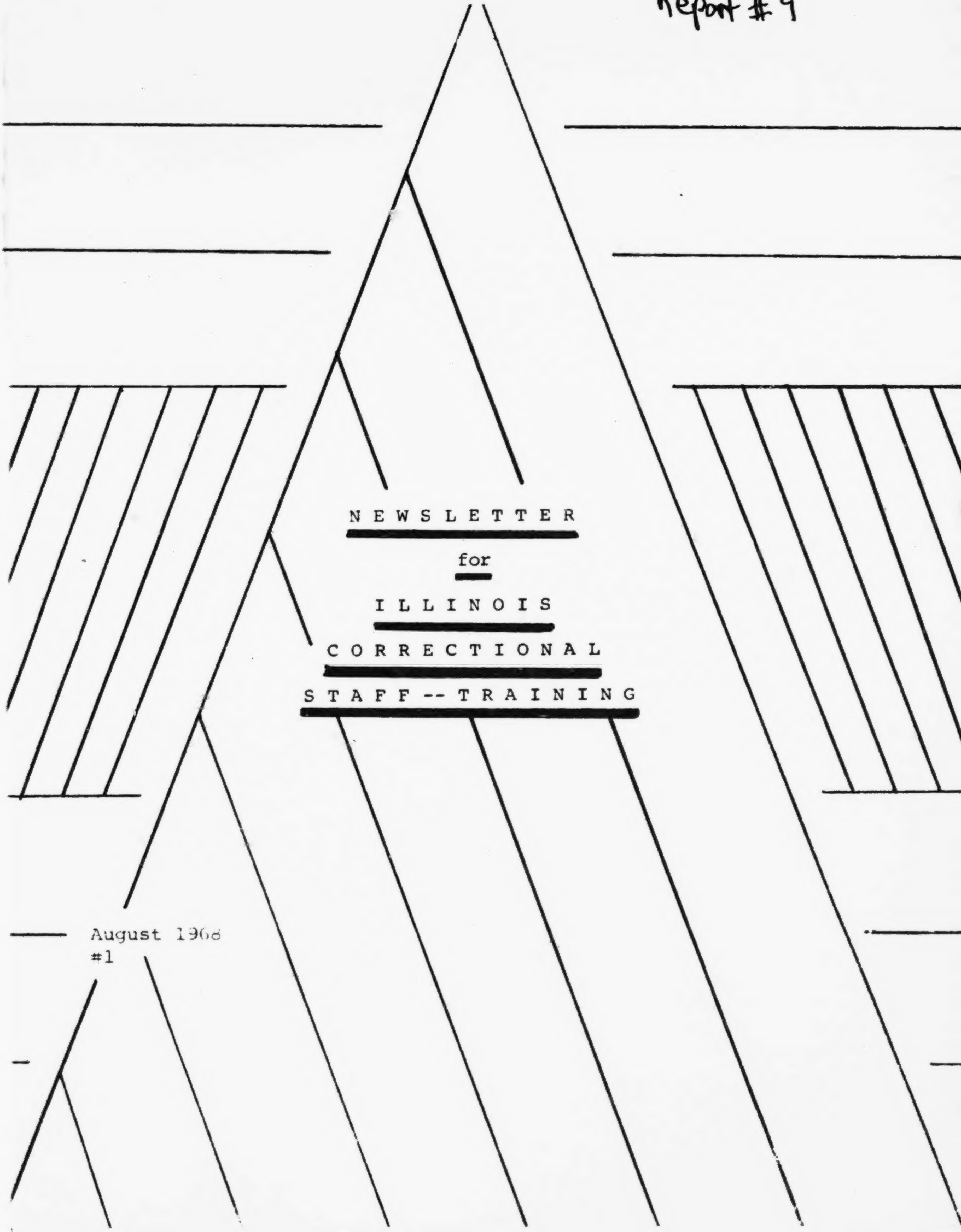
VII.

NEWSLETTER for Illinois Correctional Staff-Training

As a service to Illinois corrections, and as a stimulus for increased interest in correctional staff-training a NEWSLETTER was published and distributed to approximately 105 individuals. Most recipients are directly involved in Illinois corrections.

Our first issue is included in this Appendix.

Report #9



NEWSLETTER for ILLINOIS CORRECTIONAL STAFF -- TRAINING

August 1968
#1

NEWSLETTER
FOR
ILLINOIS
CORRECTIONAL
STAFF-TRAINERS

#1.....August 1968

With this first issue of NEWSLETTER, a new service for Illinois corrections is inaugurated. It is our sincere hope that the materials found in each issue of NEWSLETTER will be useful for persons actively engaged in correctional staff-training, as well as for those administering Illinois corrections.

We welcome your comments and suggestions. Correspondence should be addressed to: Editor, NEWSLETTER; Center for the Study of Crime, Delinquency and Corrections; Southern Illinois Univ., Carbondale, Ill. 62901

STAFF TRAINING: LUXURY OR NECESSITY?

In the past few years, correctional administrators have become increasingly concerned with the quality of their staff. Considerable movement away from the notion that correctional employees "didn't need to know anything" can be seen today. More and more, the emphasis is being placed upon recruiting new personnel with higher levels of interest and ability--plus, furthering the ability of present employees through appropriate staff-training programs.

Most correctional organizations provide some type of formal orientation for new personnel. Generally, the content of this training includes basic information needed by the trainee for his new job and is by no means a complete introduction to corrections. The usual practice is to follow-up this orientation with a period of On-The-Job Training (O.J.T.); however, too often, the latter leaves much to be desired as a training experience. The skill and systematic observation of a staff-trainer is often missing and the quality of O.J.T. declines.

Another form of staff instruction is In-Service Training. In this program, varying periods of training time are set aside on a regular schedule to provide instruction to specified groups of employees. Usually, the instructional content will be more focused than in orientation training programs, and will be concerned with specific problem areas or areas in which employees could be appropriately trained for improved capability. Past experience has overwhelmingly demonstrated the desirability of presenting In-Service training Programs as part of a systematic and continuing training approach. The staff-trainer is in an excellent position to assess the local training needs and design training programs to meet them. Quite often, outside consultants and instructors can effectively assist the staff-trainer in planning and implementing such programs.

Staff Training can be a highly effective tool for correctional administrators. Experience in many settings has demonstrated the value of such training and--by implication--of the staff-trainer who guides such programs. Training is vital to continuing effectiveness of correctional programming.

INTERESTING READING

In each NEWSLETTER, we will briefly review publications which are particularly relevant for the needs of correctional staff-trainers. Your comments on these, or other publications that you would like to see mentioned on this page are welcomed.

1. Crime, Correction, and Society by Elmer H. Johnson (1968) is a practical and stimulating textbook dealing with the broad field of criminology. Johnson presents a systematically organized picture of the field from both a theoretical and practical viewpoint. He records recent developments in the field, and conscientiously strives to present the reader with a fuller understanding of the crucial relationship existing between theory and practice. The reader is encouraged to seriously rethink some of the platitudes and issues in modern criminology and corrections; and, in so doing, become more aware of the need for constantly evaluating one's professional work and attitudes.

This book steers clear of generalizing indictments of current practice and thinking; but, similarly, it does not arbitrarily defend inadequacies. The emphasis is on looking for causes and suggesting appropriate courses for seeking solutions--all on a level which is helpful to agency staff.

We feel that this book is very suitable in staff-training programs in two significant ways: (1) as an excellent resource and teaching instrument for the trainer; and (2) as an appropriate readings source for trainees in training programs. (The volume may be purchased from the Dorsey Press, 1818 Ridge Road, Homewood, Illinois 60430).

DIRECTORY

Here is a listing of persons primarily involved in correctional staff-training programs. In each forthcoming issue, the program of one trainer will be featured on this page. Through this, it is our belief that good training ideas will be more readily transferred between correctional settings.

1. Lt. Norman Bush - orientation training program at Joliet State Penitentiary, Joliet;

2. Mr. Robert Cross - orientation and in-service training programs at Chicago House of Correction;

3. Mr. Nick Dragash - training program for parole Supervision Unit, Illinois Department of Public Safety, Chicago;

4. Mrs. Frances Kiefer - training program director at Illinois Security Hospital, Illinois Department of mental Health, Chester;

5. Lt. Carl Tiller- developing training program at Menard State Penitentiary, Chester;

6. Lt. Don Whitehead - in-service training activities at Joliet State Penitentiary, Joliet;

7. Mr. Mort Woodward - training supervisor for parole Division, Illinois Youth Commission, Chicago.

As other trainer positions and trainers are announced, these will be listed in NEWSLETTER.

BEST BETS FOR TRAINING FILM RESOURCES

The orgainzations listed below have available collections of 16 mm sound films which are either directly related to corrections, or which have substantial application to corrections. Note that some organizations provide free showings (except for return postage) while others are in business to rent or sell films. An average rental fee for a 30 minute, black and white, 16 mm sound film will range from $3.50 to $15.00--depending upon the supplying company and the specific film. Purchase prices will run from $50.00 to $225.00 or more; however, a film may usually be borrowed once or twice from a commercial firm for preview purposes at no cost. The individual agency or commercial supplier will send you a catalog of available films and his specific terms for their use.

1. Learning Resources Service (very low fees)
   Film Library
   Southern Illinois University
   Carbondale, Illinois 62901

2. Illinois Department of Public Health (free)
   Film Library
   State Office Building
   Springfield, Illinois 62706

3. U.S. Army Film Library
   (Free) Central Audio-
   Visual Support Center
   U.S. Fifth Army
   Fort Sheridan, Illinois
   60037

4. Indiana University
   Audio-Visual Center
   (low fees/rent/buy)
   Film Library
   Bloomington, Indiana
   47401

5. N.E.T. Film Service
   (low fees/rent/buy)
   Indiana University
   Audio-Visual Center
   Bloomington, Indiana
   47401

6. National Medical Audio-
   Visual Center (free)
   Chamblee, Georgia
   30005

7. Try contacting the other correctional staff-trainers listed in the directory. They may have films available which you can borrow for use in your program.

FEATURED TRAINING PROGRAM: VIENNA PENITENTIARY

While each correctional setting must provide a training program design which meets its unique needs, it is reasonable to believe that there is much general material and information which will be useful to many others. Each month, a separate correctional training program will be featured on this page.

VIENNA

Vienna Penitentiary is a small facility with an average population of 164 inmates, and a total of 78 staff. Of the latter about 40 are involved in custody duties. A relatively new facility, Vienna opened in November of 1965.

The institution is designated minimum security and currently provides a program for inmates emphasizing rehabilitation--particularly through academic or on-the-job training. All inmates are involved in an institutional work program with the preponderance of activity devoted to agriculture. A vocational training program has been formulated for Vienna; however, lack of funding continues to impede implementation.

Although the staff-inmate ratio is approximately 1:2, the organization and present state of development at Vienna necessitates the high ratio. Even so, the institution is operated on a tight-staffing basis with little flexibility for new programs or added activities. It is anticipated that inmate population at Vienna will increase sharply as residential facilities become available--probably in from two to three years.

In view of the small staff numbers, training at Vienna has taken on unique characteristics. Initially, administration felt that staff could approxiately utilize the training; and, in the post-training work situation, would be in a position to apply acquired training content in their job roles. Professor John E. Grenfell of the Southern Illinois University Crime, Study Center staff assisted Vienna in developing a training program design which would be most appropriate for specific institutional needs. Objectives were:

1) to provide a forum for staff discussion of role related issues;
2) to provide, through the trainer a sounding-board and feedback device between staff and administration;
3) to stimulate staff towards acquisition of further correctional training.

Program format involved in once-monthly sessions of two to three hours in length. Meetings were scheduled in the evenings and the invitation went out for attendance--on a voluntary basis. No extra pay or compensatory time was provided to staff participants.

During the sessions, training instructor Grenfell provided a brief amount of content instruction time and--of major importance--a substantial amount of time for group reaction and discussion. The latter was particularly encouraged as a devise which would provide program participants with a healthy opportunity for discussing role problems and attitudes. The instructor maintained care that the sessions were not permitted to degenerate into gripe sessions; rather, emphasis was placed upon helping staff "work-through" their views in a manner which would be useful, for them and the institution.

Although the program was originally intended for correctional line-officer staff, others were welcomed. As a result, all levels of staff were found to be participating with an average 40-45 attendance figure. At a late point, inmates were also welcomed as participants and a number attended with staff--again, all on a voluntary basis.

Informal assessment of usefulness for this training program suggests its positive value for enhancing staff performance. Most staff participants commented about the good degree of usefulness the program has for their jobs--especially in terms of understanding why people, staff and inmates act as they do in various situations. Many indicated a desire to have this type of program continued as a permanent training activity.

It is believed also (although we do not have definite proof) that this training program contributed significantly to stimulating staff towards further individual training. Currently about 20% of Vienna staff are enrolled in college programs designed to provide more knowledge about corrections and human behavior.

A LOOK TO THE FUTURE

1) The Safe Streets bill has passed Congress and received the President's signature. Funding for a wide variety of adult correctional projects will be forthcoming shortly after Congress passes the necessary appropriation measures.

2) An article of considerable interest appears in the July 13 issue of Saturday Evening Post. The article - The Worst Jail I've Ever Seen - is concerned with a descriptive account of conditions allegedly existing at the Cook County Jail.

3) Plans are proceeding rapidly to acquire federal funding in support of a statewide program for staff-training employees of Illinois correctional organizations. In order to receive federal funds, a substantial state committment of training time and resources will be guaranteed.

4) A new booklet has been issued by the Joint Commission on Correctional Manpower and Training. The title--Offenders as a Correctional Manpower Resource, the publication takes a serious look at the possibilities of utilizing this group in what, hopefully, would be a productive manner. Single copies can be obtained without charge by writing the organization at 1522 K Street, N.W., Washington, D.C. 20005.

5) The Illinois Legislature re-convened on July 15 in Springfield. A number of bills affecting corrections may be introduced; however, at this point their introduction and fate is uncertain. One tentative proposal would have the adult parole board review the decisions for parole made in the majority of Illinois Youth Commission cases. Another would set a year minimum for institutionalization of youths committed to I.Y.C.

6) A recent graduate of the Correctional Staff-Trainers Institute at Southern Illinois University is Lt. Carl Tiller--Menard Penitentiary. It is our understanding that Tiller will be involved in various staff-training activities during the coming months. A graduate of one year ago is Lt. Don Whithead--Joliet Penitentiary.

7) Robert Cross, Staff-training-officer at the Chicago House of Correction is developing and refining a program designed to provide systematic orientation training for new line-officer staff. Current staff will also be involved with in-service training as Cross prepares a program for the long-time employees.

VIII.

Films for Correctional Staff-Training

As a service to ongoing and budding correctional staff-training programs, a representative group of films appropriate for this purpose have been compiled into one single listing. It is anticipated that this list will be updated frequently.

FILMS FOR CORRECTIONAL STAFF-TRAINING

by

George Kiefer - Robert Sigler

(September 1968)

Films available from Association Instructional Materials

having relevance for correctional staff training

and similar programs.

Executive offices of Association Films inc. - 600 Madison Avenue, New York, New York 10022; phone - Area Code 212-4213900. The Central area distribution center is in LaGrange, Illinois at 561 Hillgrove Avenue, 60525; phone Area Code 312-3523377. A variety of films are available from this source, in addition to rental and sales.

1. THE ADDICTED (BS-304A and BS-304B)
   Sale for each of the above parts of this two-part series is $150, or each part can be rented for $7.50. This is a CBS News, "Twentieth-Century" program concerning drug addiction and addicts from a sociological, psychological and economic viewpoint.

2. CASE HISTORY OF A RUMOR (CF-554)
   This 52 minute film is available for a daily rental of $15. It is described as a "fantastic, yet factual, documentary dramatically illustrating the dangers inherent in rumor mongering." This documentary is on the effect of political ignorance or extremism and "is a subject to which all thinking Americans should address themselves."

3. THE DELINQUENTS (BS-320 and BS-321)
   Each part of this two-part series is available for $150 or it can be rented for $7.50 per film, The films are part of a CBS News "Twentieth-Century" program and are concerned with new methods for treatment of juvenile delinquents.

4. THE FACE OF CRIME (BS-555A and BS-555B)
   These 26 minute films are a part of the CBS News "Twentieth Century" series and report on new methods in penology. Each can be purchased for $150 or rented for $7.50.

5. THE LOSERS (CF-570)
   This 31 minute film can be rented for $10. It is concerned with drugs and dope adding up to a danger for youngsters from ages 12 - 21. The film is designed to alert youth to the physical and moral damage caused by drug addiction.

6. MEN IN CAGES (CF-621)
   This 52 minute film from the "CBS Reports" series can be rented for $17.50. It investigates the criminal from the first offender to the hardened repeater and his life behind bars. Men in Cages takes the viewer into some of the worst penal institutions in the country.

7. SYNANONN PRISON (DS942)
   This 26 minute film can be purchased for $150 or rented for $7.50. It describes the techniques of such organizations as Synannon and Alcoholics Anonymous in helping criminals. This film is from the CBS New series, "Twentieth Century."

Films Available from The National Educational Television Service, Pertaining to Correctional Staff Training or Related Subjects

The films described below were produced by the National Educational Television Center and are distributed by the NET Film Service; Indiana University Audio-Visual Center; Bloomington, Indiana 47401. All of the films are available for purchase, rent, or lease depending upon individual needs. Free previewing is offered only for customers considering purchase of the films. Rental customers receive a 5 day rental period for each rental fee charged.

1. HOUSE ON THE BEACH
   This 16 mm, 60 minute, black and white film is available for rental or lease only. The rental fee is $9.15.
   One of the new developments in the rehabilitation of drug addicts is the communal center at Synannon, in Santa Monica, California. The film emphasizes self-help among volunteer addicts working and living together.

2. THE HARD WAY
   This 16 mm, 60 minute, black and white film is for sale for $200.00 or can be rented for $9.15.
   The subject of this film is the problem of poverty in America, the richest country in the world; and, the discussion centers on emphasizing the ways in which the poor of today are different from those of past generations. This film provides a broad general cultural background to the social problems of today.

3. MARKED FOR FAILURE

This 16 mm, 60 minute, black and white film is available for sale at $200.00 or can be rented for $9.15.

This film report focuses on the problems facing educators and children in America's slum schools, and illustrates the reasons why these children (mostly Negro) are kept out of the culture and economic mainstream of society. It suggests the difficulty we have in reaching these groups to provide services or assistance.

4. CRIME IN THE STREETS

This 16 mm, 60 minute, black and white film is available for sale for $200.00 or can be rented for $9.15.

About 50% of all serious street crime is committed by boys under eighteen. This film examines two aspects of juvenile crime: the quality of police protection and the programs for rehabilitation of offenders.

5. POLICE POWER

This 16 mm, 60 minute, black and white film is for sale for $200 or can be rented for $9.15.

This film incorporates in informal debate on the role of police power in a modern democratic society and the related issues including conflicts between civil liberties and police methods, attitudes of the police and the public toward one another, and the effect of Supreme Court decisions on police authority.

6. THE EMOTIONAL DILEMMA

This 16 mm, 60 minute, black and white film is for sale for $200.00 or can be rented for $9.15.

One of the most pressing concerns in the nation today is a growing number of Americans who have mental and emotional problems and the limited facilities which are available to help them. New approaches and methods of treatment discussed here include the use of drugs, immediate emotional care centers, family therapy and governmental plans to establish community mental health centers.

7. TROUBLE IN THE FAMILY

This 16 mm, 90 minute, black and white film is for sale for $275 or can be rented for $12.15.

The film is an examination of the techniques of family therapy, a relatively new and unusual form of psychotherapy in which a family is treated as a unit. A one-way mirror technique is used to film the candid reactions of one's family therapy session. The film has a wide range of application and is satisfactory for most educational levels.

8. EMOTIONAL ILLNESS

This 16 mm, 30 minute, black and white film is for sale for $125 or can be rented for $5.40.

The film gives an example of a young husband whose wife has suddenly suffered a nervous breakdown and leads from this to discussion of the man's reaction of fear and guilt. It explores some of the destructive myths about mental disturbance and psychiatry.

9. WHAT IS NORMAL?

This 16 mm, 30 minute, black and white film is for sale for $125 or can be rented for $5.40.

Using an example of a young man who lost his job a few weeks before marriage, the variance and behavior patterns among the individuals and the wide range of so called normal reactions are discussed.

10. THE TROUBLED CITIES

This 16 mm, 60 minute, black and white film is for sale for $200 or can be rented for $9.15.

The film is an inquiry into crises of American cities and a report on the attempts of four metropolitan areas (New York, Detroit, Boston, and Newark) to solve their growing social and financial problems--including inadequate housing, low standards of living, racial tension, and crime.

11. CRIME AND DELINQUENCY

This 16 mm, 29 minute, black and white film is available for purchase for $125 or can be rented for $5.40.

The film discusses the violence and deviant behavior in America. Dr. Margaret Meade and Dr. Burtrum Beck are questioned on the causes of delinquency and what can be done about the rise in crime. The film includes emphasis on new problems of suburban delinquency.

12. **THE ALCOHOLIC CRIMINAL**

This 16 mm, 30 minute, black and white film is available for purchase for $125 and can be rented for $5.40.

The film discusses alcohol as a measurable cause of crime. It uses film sequences and dramatic episodes to demonstrate how alcohol breaks down inhibitions, provides a sense of false security, and impairs judgement. It points up the relationship between alcohol and traffic accidents. The film is from "The Criminal Man Series."

13. **THE ANTHROPOMORPHIC CRIMINAL**

This 16 mm, 30 minute, black and white film is available for purchase for $125, or can be rented for $5.40.

The film discusses the relationship of body type to personality and criminality. It examines the characteristics of the ectomorph, mesomorph, and endomorph. The film compares the historical analysis of body physics with current theories. It relates characteristics of entroversion and extroversion to criminal tendencies. This film is from the"Criminal Man Series."

14. **THE BORN CRIMINAL**

This 16 mm, 30 minute, black and white film is available for purchase for $125.00 and can be rented for $5.40.

The film discusses the relationship of heredity to criminality. It points out common misconceptions concerning physical characteristics as a cause or recognizable symbol of crime. It explains the fallacies in Lombrosian theories of criminality. It stresses the need for education in the area of genetic inheritance as related to criminal tendencies. This film is from "The Criminal Man Series."

15. **BRAKES AND MISBEHAVIOR**

This 16 mm, 30 minute, black and white film is available for purchase for $125.00 and can be rented for $5.40.

The film relates criminal behavior to the lack of psychological controls on energies and impulses. It explains the function of the super-ego, the ego and the ego-ideal. It features Dr. Douglas M. Kelley of the University of California. The film was from "The Criminal Man Series."

16. **CRIME UNDER 21**

This 16 mm, 30 minute black and white film can be purchased for $125.00 or is available for rental for $5.40.

The film concentrates on criminal behavior committed by teenagers. It points out that juvenile delinquency may be over-exaggerated. It shows how improvement in statistics reporting an apprehension to influence the total picture of teenage crime. The film presents a group of young people discussing themselves and their problems. This film is from "The Criminal Man Series."

17. THE CRIMINAL"

This 16 mm, 30 minute black and white film is available for purchase for $125 and can be rented for $5.40.

The film introduces the series, "The Criminal Man" by defining crime and the criminal. It explains how time, place and culture influences what constitutes a crime. It reviews the history of criminal law. This film is from "The Criminal Man Series."

18. THE CRIMINAL AND HOW TO NEUTRALIZE HIM

This 16 mm, 30 minute black and white film is available for purchase for $125. and can be rented for $5.40.

The film discusses the need for a program in criminal rehabilitation. It points out that a true correctional philosophy has not yet been formulated. It illustrates with a scale model of an ideal correctional institution. The film stresses the desirability of a program for convict evaluation and subsequent treatment. This film is from the "Criminal Man Series."

19. THE CRIMINAL AND PUNISHMENT

This 16 mm, 30 minute, black and white film can be purchased for $125.00 or can be rented for $5.40.

The film discusses the concept of criminal behavior. It explains the evoluation of a rehabilitation emphasis rather than the crime, per se. It presents a visit to a cell block in San Quentin where five actual inmates were interviewed. This film is from "The Criminal Man Series."

20. CULTURE AND CRIME

This 16 mm, 30 minute black and white film can be purchased for $125.00 or can be rented for $5.40.

The films analyzes patterns of culture and how they influence the rise in criminality. It uses the Nazi regime in Germany as an example and points out how accepted behavior in one culture may be perceived as crime in another. The film discusses the impact of cultures meeting head on; thus, giving rise to criminal behavior. This film was from "The Criminal Man Series."

21. DIAGNOSING GROUP OPERATION

This 16 mm, 30 minute, black and white film can be purchased for $125.00 or can be rented for $5.40.

Why do conflicts arise within groups? How do we know when a group is in trouble? The film treats one of the most difficult tasks of a working group--that of being a participant and an observer. It points out signs of conflict, withdrawal, factionalism, and group indecision, along with their crippling affects in the program. The film emphasizes the need for spotting problems and dealing with them quickly. This film is from "The Dynamic Leadership Series."

22. EMOTIONS IN CRIME

This 16 mm, 30 minute, black and white film can be purchased for $125 or can be rented for $5.40.

The film discusses relationships between emotional stability and criminal behavior. It points out that most crimes are committed by normal persons. It illustrates with examples of hit-and-run drivers, embezzlers, income tax offenders, and people temporarily under stress or tempted in a particular situation. The film analyzes motivations and stress of situation to provide an understanding of the "normal" criminal. This film is from the "Criminal Man Series."

23. THE ETHNOLOGICAL CRIMINAL

This 16 mm, 30 minute, black and white film is available for purchase for $125 or can be rented for $5.40.

The film discusses relationships of crime to race, national origin, and minority groups. It points out patterns of belief and misconceptions that exist. Living conditions are related to geographical distribution of crime. The film concludes that race is irrevelant to criminality. This film is from "The Criminal Man Series."

24. HOMOSEXUALITY IN MEN AND WOMEN

This 16 mm, 60 minute, black and white film can be leased for $60 a year or rented for $9.15.

This film provides an inside into homosexual conditions as reporter Brian Magee interviews homosexuals and lesbians in England and Holland. It is noted that one person in twenty of both sexes is a practicing homosexual. The subjects discuss problems they encounter including the difficulty of living a life of deception, possible black mail, loss of livelihood, deep loneliness, and the psychological torment. An English physician and an American psychologist express their views on the causes of homosexuality and lesbianism, and the possibilities of cure and prevention. The film is useful with all age and educational levels.

25. LEFT HANDS, RED HAIR, AND CRIME

This 16 mm, 30 minute, black and white film can be purchased for $125 or rented for $5.40.

The film discusses folklore connected with crime. It uses viginettes to show the absurdity of such superstition as left-handedness, hair coloring, scars, blemishes, deformities, and glandular problems as causes of criminality. It points out that an indirect relationship may exist between physical characteristics and crime. The film is from "The Criminal Man Series."

26. NARCISSUS, OEDIPUS, AND CRIME

This 16 mm, 30 minute, black and white film can be purchased for $125 or rented for $5.40.

It presents an analysis of two potentially dangerous stages of psycho-sexual development. Film sequences are used to point out influences which result in fixations at these two stages and projects their effects upon crime, emphasizing the development of the psychopath and the sociopath. This film is from "The Criminal Man Series."

27. ROAD BLOCKS TO COMMUNICATIONS

This 16 mm, 30 minute, black and white film can be purchased for $125 or rented for $5.40.

Why is it so difficult for some people to listen to others? Why are messages which are perfectly clear to the speakers so often misconstrued by the listener? Are there ways to develop better communication within the group? This film distinquishes between genuine disagreements and those due to misunderstanding. It explores the concept of feedback as one of the ways to improve communication. The film explains the use of the watchdog panel reaction panel and audiences' panel. The film is from the "Dynamics of Leadership Series."

28. THE ROOTS OF CRIMINALITY

This 16 mm, 30 minute, black and white film can be purchased for $125 or rented for $5.40.

The film retraces psycho-sexual development patterns in personality and emphasizes the psychopath and sociopath. It employs a series of viginettes to illustrate lack of affection, parental rivalry, sibling rivalry, overprotection and other child development influences. It points out potential future affects of these influences with respect to criminality. This film is from "The Criminal Man Series."

29. SEXUALITY AND CRIME

This 16 mm, 30 minute black and white film can be purchased for $125 or rented for $5.40.

The film discusses the delicate but serious problem of sex and crime. It explains three categories: offense motivated by sexual desire, profit from sex, and sex deviation. It contrasts the American and the British attitude toward this problem. The film is from "The Criminal Man Series."

30. SICK MINDS AND CRIME

This 16 mm, 30 minute black and white film can be purchased for $125 or rented for $5.40.

The film discusses the relationship of mental illness to criminal behavior. It emphasizes the functional disorders of schizophrenia, paranoia, and manic-depressive psychoses. It shows an interview with a schizophrenic patient and compares him to a person suffering from other psychic disorders. It presents brief episodes from a normal criminal, psychopath, and a mentally deficient person. Demonstrates the reactions to situational demands. This film is from "The Criminal Man Series:"

31. THE SOCIAL ANIMAL

This 16 mm, 30 minute, black and white film can be purchased for $150 or rented for $5.40.

It investigates some of the ways which man is influenced by change in society. It demonstrates the effect of group pressures to conform, through the experimental work of a professor at Columbia University. The consequences of publicly stating ideas contrary to one's private beliefs is shown.

32. TEA, HORSE AND CRIME

This 16 mm, 30 minute, black and white film can be purchased for $125 or rented for $5.40.

The film discusses basic narcotic drugs and their relationship to crime. It includes a film sequence of an addict undergoing withdrawal and receiving a shot which assuages him. It points out that crime committed by the drug addict is a secondary effect. This film is from "The Criminal Man Series."

33. THE TRUE CRIMINAL

This 30 minute, 16 mm, black and white film can be purchased for $125 or rented for $5.40.

The film defines the characteristics of a psychopathic criminal. It employs film clips and tape recordings to provide examples of the true criminal. The film shows three typical and less violent prototypes: the con man, the bigamist, and the youthful car thief. It discusses treatment and prevention of the psychopathic criminal. This film is from "The Criminal Man Series."

34. WEATHER MAPS, CALENDARS AND CRIME

This 16 mm, 30 minute black and white film can be purchased for $125 or rented for $5.40.

This film continues the discussion of folklore connected with crime. It points out that a slight correlation may exist between criminality and the weather, phases of the moon, fire, darkness and light. It uses viginettes to show how bad weather and dimly lit areas serve as secondary causes of crime. This film is from "The Criminal Man Series."

35. WHY DO PEOPLE MISUNDERSTAND EACH OTHER?

This 16 mm, 30 minute, black and white film can be purchased for $100 or rented for $4.90.

The film discusses the variations in meaning of words and how these variations effect the communication process. It shows that words used by a speaker in one way and interpreted by the listener in another way will result in a bypass or misunderstanding. It stresses that meaning is not in words but in speakers mean and that speakers try to make themselves understood by listeners. This film is from the "Talking Sense Series."

Films available for civilian use from the United States Army and having relevance for correctional staff training programs

Civilian organizations may request loan of Department of the Army films which are cleared for public non-profit exhibition. Requests should be made from the Audio-Visual Supports Center serving the specific geographical area in which the user is located. In Illinois, the address would be: 5th United States Army, Central Audio-Visual Support Center; Fort Sheridan, Illinois 60037. All films are 16 mm sound motion pictures. The loan period may vary, depending on the needs of the user. No charge is made for use of these films, but return postage must be paid by the user. When using these films, remember that most will follow the classical department of the Army training film approach, for better or for worse.

1. NURGEMBERG (MF45-7596)

This 76 minute film concerns war-crime trials conducted by Allies at Nuremberg after World War II. Film flashbacks to various crimes against humanity committed by the German high command during World War II are included. While not directly pertinent to training this film is of value in stimulating discussion on a variety of fronts which are pertinent to corrections.

2. SHADES OF GRAY (PMF 5047)

This 66 minute film discusses mental disorders which could be experienced during training and combat. Included are mild anxiety states, obsessive-compulsive neuroses, psychosomatic disorders, severe depressive reactions, and paranoid psychoses. The film is usable for most educational levels and is a good survey film descriptive of the more common films of mental disorder which require some professional help.

3. LECTURE ON COMMUNIST BRAINWASHING TECHNIQUES: PART I AND II

By Major E. Mayer (TR1-1)

This material is a tape recording of a lecture by psychiatrist William E. Mayer, demonstrating the techniques used by the Communists in brainwashing. Again, this is a discussion kind of topic which is done in an excellent manner, and which will stimulate those topics which are germane to correctional staff training; for example, motivation, institutionalization, and so on.

4. PERSONAL ENCOUNTER

This is a series of brief single concept films concerned with the techniques of Judo. Judo is described as being the best method of protecting one's self against attack and for launching a counterattack. The films are available separately, or as a group.

TF 19 1634: Basic Principles (6 minutes)

TF 19 1634A: Falling (4 minutes)

TF 19 1634B: Throwing (7 minutes)

TF 19 1634C: Follow Through (20 minutes)

TF 19 1634D: Defense Against Body Holds (8 minutes)

TF 19-1634E: Defense Against Choke Holds

TF 19 1634F: Taking Prisoners

TF 19 1634G: Defense Against Wrestling Holds

TF 19 1634H: Defense Against Knife or Club

TF 19-1634I: Offensive Use of the Police Riot Club

5. MILITARY PRISONERS

This is a series of seven films dealing with the work of military policy assigned to correctional and/or custody settings. Much that is relevant to civil correctional settings will be found in these films.

TF 19 2751: Duties of Guards Within a Confinement Facility (23 minutes)

Functions of tower, compound, main gate, sally port and visiting room guards.

TF 19-2752: Duties of Prisoner Guards Outside A Confinement Facility (19 minutes)

Control measures applied to maximum and minimum prisoner custody classifications. Handling prisoner transport and work details, and attempted escapes.

TF 19-2753: Movement of Military Prisoners (20 minutes)

Techniques and control measures used in moving prisoners by foot, sedan, bus and train, stressing advance planning and duty guards.

TF 19-3004: Stockade Admission Procedures (26 minutes)

Prisoner identification, personnel property search, medical examination, issuance of uniform, briefing on stockade rules and assignment of custody grade.

TF 19-3005: Correctional Treatment (29 minutes)

Aims and principles of treatment, proper custody classification, evaluation and motive behind events, appropriate handling of prisoner, action of clemency board.

TF 19-3126: Disciplinary Barracks (41 minutes)

Depicts that historically punishment was invariably cruel. From this basis early prison systems were based on fear, force and deprivation. Shows that in a departure from such precedents, the U.S. Army Military prison was established at Fort Worth in 1875.

TF 19-3127: Which Road to Take (14 minutes)

Aims and efforts of confinement staff to return military prisoners to duty. Stress on value of reentering civilian life with an honorable discharge.

6. CIVILIAN SERVICES (TF 19-2772)

This 29 minute film describes the more important basic principles of a civilian guard system employed to safeguard military installations and industrial plants against sabetoge, esbionage, pilferage and natural hazards.

7. PLANNING FOR RIOT CONTROL (TF 19 3331)

This 16mm, 27 minute, film describes the objectives and fundamentals in planning riot control operation. It gives a brief review of riots in the history of the United States and underscores the danger of unlawful protests.

8. A number of other titles are available from the Army film catalogue which may or may not be of use in various training programs. These include films on physical training, methods of instruction, weapons training and so on. It is suggested that the address given above be contacted for a copy of the complete catalogue of such subjects.

FILMS AVAILABLE FROM KEMPER INSURANCE COMPANY

1. THE DANGEROUS YEARS

This 16 mm 27 minute documentary film is from the studios of David Wolper in Hollywood. It examines the juvenile crime dilemma facing society today. Narrated by David McCallum (of The Man From U.N.C.L.E.), the Dangerous Years, through actual on-the spot scenes, reveals the world of the juvenile offenders and the responsible, but often frustrating efforts of police probation authorities, juvenile courts, and correctional institutions -- all attempting to stem the tide of juvenile crime. Bold approaches to rehabilitation and crime prevention are explored in this film and it may be called a "call to-action by the individual citizen" to do his part in combating this problem. The film has been endorsed by Milton Rector Executive Director of the National Council on Crime and Delinquency; John F. Irving, Executive Director, National Council of Juvenile Court Judges: and Quinn Tamm, Executive Director, International Association of Chiefs of police.

To supplement this film, the Kemper Insurance Company has made available a booklet called "Delinquency" . It presents a message to aid in understanding the juvenile offender. Also, in this kit is an insert called the "Crime, Delinquency and You," which will prove an asset to the individual citizen setting up an effective community action program to detect and check crime in his community. The film is available on a free basis and the first 25 copies of the booklet are also available free.

This film is available from the Modern Talking Picture Service Inc., 1212 Avenue of the Americas, New York, New York, 10036. The literature mentioned is available from Kemper Insurance, 4750 North Sheridan Road, Chicago, Ill., 60640.

FILMS AVAILABLE FROM THE DEPARTMENT OF STATE POLICE
STATE OF MICHIGAN
EAST LANSING, MICHIGAN

Films are scheduled by the Public Information Office, Michigan State Police, East Lansing, Michigan. Requests can be made through that office. No specific forms are required. There is no rental fee, but the user pays return postage and, in some instances, a slight postal insurance charge. Films particularly of interest in terms of correctional staff-training and related subjects include the following:

1. PORTABLE FIRE EXTINGUISHERS

This 16 mm, sound, color film is 20½ minutes in length. It shows the proper use of portable fire-extinguishers in defense against fire. It shows all types of extinguishers, their classifications, and how to use them. It is excellent in teaching individuals unfamiliar with modern methods of fire defense, and is a good review for municipal, industrial, commercial, and institutional fire safety programs.

2. JACKSON PRISON RIOT

This 16 mm, sound, black and white, picture is 28 minutes in length. According to the catalogue notation, it is to be shown by Department Personnel only (however, this may be waived in case of correctional trainers and institutions). Produced by the Michigan State Police, this film shows the rebellion inside the walls of Jackson State Prison in April of 1952. Actual scenes of the rioting, fires, and destruction that caused a million dollars of damage are in the picture. It follows a news-reel documentary type of foremat.

3. OPERATION TEEN-AGER

This sound, 16 mm, color film is 36 minutes in length. In it, four inmates of the Texas State Prison recreate their personal lives in a narrative form. They point out the errors in their own past thinking and the social factors that contributed to their lives of crime. The film is designed for teen-age feeling and presents a strong impact upon groups of that age. It is also of interest to adult groups, particularly those who have an interest in the well-fare of other people.

4. YOUTH AND THE LAW

This 16 mm, sound, black and white picture is 36 minutes in length. It pinpoints some of the problems of youth in contemporary community life. The film dramatizes the role of the police as they work with other community organizations and guide youthful energies into constructive channels.

5. FIRE AND YOUR HOSPITAL

This 16 mm, sound, black and white film is 20 minutes in length. It is designed to train hospital personnel in emergency programs, and is a valuable aid to a hospital administrator's staff seeking ways to safeguard their institutions from possible fire and panic. The film demonstrates the proper way to handle and care for patients.

6. THEY CALLED IT FIRE PROOF

This 16 mm, sound, color film is 28 minutes in length. It shows the chain of small infractions of fire safety rules which together brought disaster to what had been considered a modern fire-proof hospital. This film was one of six to be names as outstanding safety films for the year of 1963, by the National Committee on Films for Safety.

Films Available from the United States Public Health Service

Film Library and Pertinent to Correctional Staff Training

Films are available without charge (except for return postage) by contacting U.S. Public Health Service Audio-Visual Film Library Chamblee, Georgia

1. BOLD NEW APPROACH: AM-1367

   This 30 minute, sound, black and white, 16 mm. film is produced by the Mental Health Film Board Inc. of the United States of America and is a 1966 production. It is part of a series entitled "Comprehensive Community Psychiatry".

   The film explains the velocity behing comprehensive community Mental health centers, stressing the concepts of comprehensive and continuous care. Services include in-patient and out-patient treatment for all ages, day and night hospital, emergency service, and rehabilitation services. The film shows that such a center can be created and molded to the needs of any type of community.

2. BOOKED FOR SAFE-KEEPING: MIS-561

   This 33 minute, sound, black and white, 16 mm. film is produced by the Louisanna Association for Mental Health in cooperation with The United States Public Health Service. It is a 1960 vintage film which has wide circulation among those interested in law enforcement and justice systems.

   The film demonstrates the proper management of mentally ill persons by members of the large city police department in their efforts to prepare the mentally ill person for their subsequent medical treatment.

3. THE CRY FOR HELP: MIS-682

   This 33 minute, sound, black and white, 16 mm. film is produced by the Louisanna Association for Mental Health in cooperation with The United States Public Health Service. It is a 1963 vintage production, this training film is for police officers and law enforcement agencies and especially designed to develop concern and understanding in handling the suicidal person. The film presents some of the major causes of suicide and problems of handling the same. It teaches law enforcement officers to recognize their "Cry for Help".

4. F.D.A. SPECIAL REPORT: DRUG ABUSE-BENIES AND GOOFBALLS: AM-1362

This 20 minute, sound, black and white, 16 mm. film is produced by the Food and Drug Administration of the United States Dept. of Health, Education, and Welfare. It is a 1966 vintage film.

A documentary report on the proper use and misuse of two major classes of prescription drugs--the amphetamines and barbiturates--is the purpose of this film. It is based on interviews with four actual victims of pep pill and sleeping pill abuse. The film details the dangerous physiological and psychological affects of pill popping, and explains how the new drug abuse control ammennons can control this explosive sociological trend.

5. HANDLE WITH CARE: MIS-966

This 28 minute, sound, black and white 16 mm film is produced by the United States Public Health Service and is 1965 vintage film.

The film shows the various services received by mentally retarded patients in the greater Los Angeles area, often with the initial help of one particular agency, The Information, Counseling and Screening Service of the Mentally Retarded Community Service Center. With a few exceptions the retarded, their parents and additional professional personnel play themselves. The film stress the importance of having a fixed point or place in the community on which the families of the mentally retarded can depend for early, comprehensive diagnosis and evaluation, as well as for continued assistance in obtaining other needed services through the years. In turn, it assures that the retarded have the opportunity to develop to their maximum potential in a complex, fast moving society.

6. THE MASK: MIS-874

This 33 minute, sound, black and white, 16 mm film is produced by the Louisianna Association for Mental Health in cooperation with the United States Public Health Service. It is a 1965 production.

The film informs the police that alcohol may mask symptoms of both physical and mental illness disorders and suggests a system of observation that begins when a person is first seen by the police and which continues until his release. It emphasizes the significance of alcoholism as a problem confronted most frequently by police officers; and additionally it stresses the increasingly humanitarian role of the police as more of them receive better training.

7. A MATTER OF PERSPECTIVE: M-994

This 9 minute, sound, colored, 16 mm film was produced by the United States Public Health Service and is a 1965 production.

The film presents an open-end discussion aimed at prompting a guided group discussion when proposed by one member of the group encounters opposition from the majority.

8. A MESSAGE TO NO ONE: MIS-748

This is a 24 minute, sound, colored, 16 mm film.

This is an adult philosophical study of listening--and not listening--habits. A family is shown going through normal processes of living and complicating each other's lives by failing to hear ordinary things that are said. Deafness is not involved. Failure to hear from inattention, boredom and discourtesy are demonstrated.

9. 1104 SUTTON ROAD: MIS-747

This 30 minute, sound, colored, 16 mm film is produced by the USA.

The film describes in detail how attitude toward a job influences the degree of success achieved. It illustrates several types of positions such as skilled laborer, foreman, manager and president.

10. PRODUCTION 5118: MIS-746

This 30 minute, sound, colored, 16 mm film is produced by the U.S.A. and is a 1967 production.

This is the absorbing story of one man's attempt to clearly communicate his ideas to others. It deals with the problem that confronts every individual, and asks the question, How can we make others better understand us? and How can we better understand others? It reveals that it is possible for an individual to be shackled by his inability to make others understand him clearly, and completely. The film is very thought provoking and could be used as means of gaining a better insight as to the reason of one's own reactions to certain situations, and especially where communicating with others proves difficult.

11. THE SCAR BENEATH: M-737

This 28 minute, sound, black and white 16 mm film is produced by the United States Public Health Service and is a 1964 production.

It illustrates that vocational rehabilitation of prison inmates can be useful for correctional treatment programming. The story is concerned with the successful rehabilitation of a youthful and disfigured first offender.

12. SHOWDOWN: M-1213

This 13 minute, sound, color, 16 mm film is produced by the United States Public Health Service and is a 1966 production.

This is an open end film presenting the problematical situation of the new young supervisor and older marginal worker.

13. UNDER PRESSURE: MIS-894

This 31 minute, sound, black and white, 16 mm film was produced for the Louisianna Association for Mental Health in cooperation with the United States Public Health Service. It is a 1965 production.

The film shows the pressures under which members of a large city police department must work. It stresses the importance of handling any situation that may occur in a policeman's daily routine patrol.

14. THE FEDERAL STATE PROGRAM OF VOCATIONAL REHABILITATION IN THE UNITED STATES: TMIS-914

This 98 minute, magnetic sound tape (¼" at 3 3/4" per sec.), is distributed by the United States Public Health Service for the Vocational Rehabilitation Administration.

It traces the growth of the Vocational Rehabilitation Administration and its cooperation with the state in establishing a program to benefit all citizens who are disabled by trauma or disease.

15. THE PHILOSOPHICAL CONCEPTS OF REHABILITATION: TMIS-903

This 136 minute, magnetic sound tape (¼" at 3 3/4" per sec.), is distributed by the United States Public Health Service for the Vocational Rehabilitation Administration.

The tape explains about the history of rehabilitation from WW II to its position now as third-phase of medical responsibility. It illustrates rehabilitation as it is today and what it may be in future years.

16. PSYCHOLOGICAL AND PSYCHIATRIC FACTORS IN REHABILITATION: TMIS-927

This 116 minute, magnetic sound tape (¼" at 3 3/4" per sec.), is distributed by the United States Public Health Service for the Vocational Rehabilitation Administration.

In the tape, a psychiatrist and a psychologist give members of the rehabilitation team some hints as to the affect of a physical impairment can be expected to have on an individual's psychological make-up.

Films available from the Illinois Department of Public Health having relevance for correctional staff training and allied subjects.

Films listed below are available without cost, except for transportation charges, one-way, to "responsible persons or agencies" in Illinois. Films can be ordered by addressing the Illinois Department of Public Health, Bureau of Education, Film Library, 505 State Office Building, Springfield, Illinois, 60706. Their telephone number is area code 217 - 525-6493. It is suggested that alternate titles and dates given for films ordered from this source. In addition films cannot be ordered more than four months in advance.

1. ADDRESS NO WHERE: 003E
   This 16 mm, 28 minute, black and white, film explains the unique characteristics of Skid-Row dweller alcoholics. It is a 1966 film from the "Alcoholics Are People" series.

2. THE ROOTS OF THE PROBLEM: 394A
   This 16 mm, 28 minute, black and white film defines the problem of alcoholism. It differentiates between the convential drinking of alcohol and alcoholism. It is a 1966 production in the "Alcoholics Are People Series.

3. THE MASK: 278A
   This 16 mm, 30 minute, black and white film produced in 1964 relies heavily on realism and is designed for policemen. Particularly showing how alcohol conceals injuries on a variety of physical and mental illnesses, including epilepsy, diabetes, and the signs of depression. It tells the signs to look for and actions to take. Scenes were filmed in city streets and the drunk tank of a city jail.

4. BORDERLINE: 050
   This 16 mm, 27 minute, black and white film produced in 1956 points out some of the problems of teenagers on the borderline of youthful citizenship and delinquency. It also deals with two common parental problems, guidance and discipline.

5. BOY WITH A KNIFE: 053
   This 16 mm, 19 minute, black and white film produced in 1967 is a re-enactment of a case story of a Los Angeles youth service agency and shows how disturbed youngsters protect themselves with an attitude of toughness.

6. HARD BROUGHT UP: 191
   This 16 mm, 40 minute, black and white film was produced in 1965. It centers around how two boys who get into trouble are helped by sound casework.

7. ANGER AT WORK: 015
   This 16 mm, 21 minute, black and white film was produced in 1956. It shows how anger impairs work efficiency and shows how some people handle anger, resentment and frustration. This film is useful for all age levels and educational backgrounds.

8. BREAKDOWN PARANOID SCHIZOPHRENIC: 054A
   This 16 mm, 30 minute, black and white film was produced in 1964.

   It shows that at the height of his illness, a man believes that the organization including hospital staff and patients is out to destroy him. It follows through to his recovery and his holding a responsible job with a large business concern.

9. DEHUMANIZATION AND THE TOTAL INSTITUTION: 106A
   This 16 mm, fifteen minute, color film produced in 1965 is an animated film to call attention to those practices in total institutions which may adversely affect human dignity, and to suggest possible methods of attacking the problems which lead to dehumanization. It has special applicability for penal settings, military institutions, and the mental hospital.

10. A PSYCHOPATH: 373
    This 16 mm, 30 minute, black and white film was produced in 1960 and is from the "Disordered-Mind Series."

    In the film, the case history of an anti-social personality is presented. This psychopath whose criminal tendencies constitute a threat to his community is presented as he faces a rather bleak future. A convicted burglar of high intelligence is the patient in this case. His eventful career on the fringes of respectable society reveals a complete absence of moral responsibility.

11. **EYE OF THE BEHOLDER:** 143

This 16 mm, thirty minute, black and white film was produced in 1954.

It shows how an artist who was involved in the killing of a beautiful girl appears variously to a number of witnesses. Flash backs bring back actual facts and also illustrates that no two people see the same thing or situation in an identical way.

12. **PERSON TO PERSON COMMUNICATION:** 347

This 16 mm, thirteen minute, black and white film was produced in 1956. It dramatizes conversations demonstrating good listening practices and shows how failure to listen to what another person is saying can lead to tragic and needless misunderstanding.

13. **REMOTIVATION - NEW TECHNIQUES FOR PSYCHIATRIC AIDS:** 382B

This 16 mm, 24 minute, black and white film was produced in 1958. The late Mrs. Dorothy Hoskins Smith, founder of the remotivation technique, describes her method for increasing a patient's meaningful appreciation of the environment and his activity in it. The film shows groups of patients taking part in guided discussions. It depicts remotivation being used by psychiatric aid[illegible] in mental hospitals and by attendants in nursing homes.

14. **STRANGER IN THE FAMILY:** 452

This 16 mm, 55 minute, color film was produced in 1959. It describes the rehabilitation of a mentally ill young man in an Illinois State Hospital and shows the vital role of the family in the patients' total treatment, program, and recovery.

15. **THE TOYMAKERS:** 484

This 16 mm, 30 minute, black and white film dramatizes the problems of the institutional retarded and the need for community services. It is a shocker kind of a picture of value to all levels of personnel working in social welfare settings.

16. In addition to the films described, the Illinois Department of Public Health has available a variety of other audio-visual materials of some value for correctional staff training programs. Particularly in the area of mental health will be found certain transcriptions of value to such training.

Some Additional Films for Corrections

Association Films
347 Madison Ave.
New York, New York 10017

1. Unconscious Motivation 30 min. B/W

   This film provides an example of the primary psychological approach to treatment. Two people are told they have done something wrong at an early age under hypnosis. The psychologist or psychiatrist discovers the suggestion by the use of various psychological techniques.
2. The Delinquents 60 min. B/W

   This is a CBS news report set in 1959 or 1960. It uses a series of interviews of delinquents, both in institutions and out, families and others in the community. It looks closely at the present day reformatory. The second half of the film presents the intensive group therapy program at Highfield's institution.
3. The Face of Crime 45 min. B/W

   This film is designed to demonstrate treatment methods in use in the 1950's. It primarily demonstrates two methods, individual psychotherapy and group therapy. Several versions of each type are presented for demonstration.

Frank K. Brough
Maryland Penitentiary
954 Forest St.
Baltimore, Maryland 21202

1. Rehabilitation Through Work 30 min. Color

   This film presents the work training program in Maryland. Maryland's State use system uses the most modern equipment and maintains a widely diversified program.

Coronet Films
Coronet Building
Chicago, Illinois 60601

1. Why We Respect the Law 15 min. B/W

   This film is about twenty years old. It stresses that citizens are morally obligated to know, obey, help enforce, and respect the law.

Film Production Unit
Alice Norton House
Iowa University
Ames, Iowa 50010

1. Nor Iron Bars a Cage

An idealistic film which follows one inmate through the correctional process from the first day of commitment to release. It deals with daily routine, school work, etc.

Peter M. Roebuck
230 Park Ave.
New York, New York 10017

1. The Death Penalty 50 min. B/W

This film is designed to promote the abolishment of the death penalty. It utilizes a practical approach coupled with interviews of prominent people in the field of corrections.

Sid Davis Productions
1418 North Highland Ave.
Hollywood, California 90028

1. Gang Boy 15 min. B/W

This film deals with the gang process. It shows how a gang develops and grows to become a delinquent gang. It shows the effects of gang membership and one approach to gang work.

2. Moment of Decision 15 min. Color

This film deals with juvenile auto theft for joy-riding. Four boys find a car with the keys in the ignition. The film then shows the process the boys go through in deciding whether to take a ride. It deals with the boys as individuals, showing how their past and background affects their decisions.

3. Vandalism 15 min. B/W

This film demonstrates that mischievous pranks can lead to a police record and potential crime. It was make prior to 1950.

Teachings Film Custodians
25 West 43rd Street
New York, New York 10036

1. Justice Under the Law 30 min. B/W

This film demonstrates a case in which public pressure on the police to produce results in a dramatic crime results in the arrest and trial of an individual on weak evidence. The prosecuting attorney has the case dismissed by showing that the evidence is poor.

Text Film Division
McGraw-Hill Book Co.
327 West 41st Street
New York, New York 10036

1. Borderline 30 min. B/W

A Canadian film which presents the psychoanalytic approach as used in a girls' home. The film traces the history of one case from the history to potential release.

2. You're No Good 30 min. B/W

This exceptional Canadian film demonstrates many of the pressures, motivations, and patterns of thought of a delinquent boy. The film centers around the theft of a motor cycle. It is a recent film and is very real.

Trafro
1525 McGavork St.
Nashville, Tenn. 37203

1. The Victim 15 min. B/W

This film presents a case in which a threatened individual refuses to sign a complaint. It shows both proper and improper attempts by the police to persuade the individual to sign a complaint.

4

Films Available from INTERNATIONAL FILM BUREAU, Inc.; 332 South Michigan Avenue, Chicago, Illinois 60605. Films from this source are for sale only; however, they may be obtained without fee for preview purposes.

The six films listed below were produced by the National Film Board of Canada for use as training aids in correctional staff-training programs. Films will assist in developing knowledge, understanding, and motivation among correctional staff in line with the philosophy of the correctional process. The films were specifically made for training of personnel employed in correctional settings.

1. The Correctional Process. This 16 mm, black and white, 53 minute film may be purchased for $250.00. It depicts the correctional process from the time of an inmate's admission to a Regional Reception Center, and his subsequent transfer to an institution, to the time of his release.

2. Types of Inmates. This 16 mm, black and white, 31 minute film shows some of the basic types of criminal personality which a penitentiary officer is likely to encounter among inmates, and gives the viewer an understanding of classification.

3. The Prison Community. This 16mm, black and white, 29 minute film gives the viewer a "window" into the inmate community, showing both staff-inmate and inmate-inmate relationships.

4. Control of Inmates. This 16 mm, black and white, 28 minute film uses events connected with an escape to emphasize the weaknesses that occur in the security of any institution--if penitentiary officers do not perform their daily duties properly.

5. Custodial Procedures. This 16 mm, black and white, 25 minute film illustrates the application of custodial procedures on a daily routine basis, culminating in putting an emergency play into effect when an escape occurs. Emphasis is placed upon the need for a well-trained staff.

6. Attitudes in Supervision. This 16 mm, black and white, 23 minute film follows three new correctional officers, who, having completed their orientation training, begin work in a medium-security institution. Although each has received the same training, individual characteristics and background produce differences in their attitudes toward inmate supervision.

7. Inmate Training -- Part I. This 16mm, black and white, 28 minute film reviews many of the trades and instruction modes available to inmates in the usual prison setting. Shown are the reactions of prisoners to institutional efforts designed to provide training for the correctional client.

8. Inmate Training -- Part II. This 16mm, black and white, 30 minute film focuses upon the efforts made by correctional institution staffs in their attempt to understand the inmates problems and needs--and especially as the adjustment to confinement and institutional routine becomes standardized.

9. Square Johns. This 16 mm, black and white, 28 minute film outlines the efforts of a parole officer as he assists the client in the latter's adjustment to the free world. A variety of difficult situations are touched upon.

10. Pre-Release. This 16 mm, black and white, 26 minute film reviews and discusses procedures for preparing the inmate for release from institutionalization. Clothing, family, and jobs are discussed, as well as problems the inmate will face upon release from prison.

11. Reception. This 16 mm, black and white, 28 minute film looks at the procedures utilized for receiving new correctional inmates at regional centers. Differences among inmates are highlighted. A good film to stimulate group discussion.

Attitudes in Supervision. This 16 mm, black and white, 23 minute film follows three new correctional officers, who, having completed their orientation training, begin work in a medium-security institution. Although each has received the same training, individual characteristics and background produce differences in their attitudes toward inmate supervision.

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IX.

Job-Finding In Illinois Corrections

Experience indicates that a substantial gap exists between college or university training for corrections and the actual employment setting. To partially reduce this gap on an immediacy basis, this report was produced and circulated throughout Illinois.

JOB-FINDING IN ILLINOIS CORRECTIONS

by

George W. Kiefer

(September 1968)

FOREWORD

This brief report attempts to supply new college graduates, (including those possessing advanced degrees) with a summary of job opportunities in Illinois corrections. Although based upon currently available information, the report provides the names and addresses of contacts in each setting who will be able to provide the reader with more definite indications of needs and interests for each organization.

This report is not claimed to be all-inclusive; rather, it presents a broad sampling of available opportunities and contacts. As additional information is collected, supplementary or revised sheets will be made available to interested parties.

JOB-FINDING IN ILLINOIS CORRECTIONS

Entrance into the Illinois corrections job-market does not follow a well-marked path. The multiplicity of correctional agencies and the wide variety of entrance roles combine in producing a difficult obstacle for the correctional worker aspirant to overcome.

To assist potential entrants into employment for corrections in Illinois, the following information is supplied as a general guideline for locating appropriate job opportunities.

ADULT PAROLE

Adult parole services in Illinois are supplied by the Division of Parole Supervision, Illinois Department of Public Safety. The Division Administrator is:

Mr. Robert Johnson, Superintendent
Division of Parole Supervision
Illinois Dept. of Public Safety
State Armory Building
Springfield, Illinois 62706

The approximately 52 Parole Agents and eleven Supervisors of this Division are responsible for supervision of approximately three thousand adult parolees in Illinois. Strong emphasis is placed upon what the Division terms "authoritative casework" techniques. Although the Division would prefer agent applicants possessing a bachelors or advanced degree in one of the social sciences, recent hiring practices suggest that these are not absolutely necessary for employment.

Adult Parole Agents are covered by the Illinois Personnel Code (a civil service merit system). The present salary range for Adult Parole Agents is from $575.00 upwards, with entrance level for the new employee partly dependent upon educational attainment and experience background.

JUVENILE PAROLE

Juvenile parole services in Illinois are provided by the Field Services Division, Illinois Youth Commission. The Division Administrator is:

Kenneth Absher, Superintendent
Field Services Division
Illinois Youth Commission
623 East Adams Street
Springfield, Illinois 62706

The Division has 86 Juvenile Parole Agents and nine supervisors who are responsible for supervision of approximately 3000 youths, aged up to 21 years old. The agent role in this Division is a varying mixture of "helping-relationships" and authoritarian-centered procedures. Presently, the Division attempts to secure new agents with an advanced degree in one of the social sciences; however, agents possessing only a bachelor's degree are occasionally employed.

Juvenile Parole Agents are covered by the Illinois Personnel Code (a civil service merit system). The present salary range for Juvenile Parole Agents is from $575.00 upwards, with entrance level for the new employee partially dependent upon educational attainment and previous experience.

JUVENILE INSTITUTIONAL CASEWORKERS

In this category are found a number of employment titles: Social Worker, Sociologist, Correctional Specialist, Youth Counselor, Psychologist, Trainees for several of the previous classifications, Youth-Care Representatives, and so on. Each of the job titles are used at one or more institutions of the Illinois Youth Commission.

The content of each professional role will, of course, be dependent upon the professional orientation and training of a given applicant for employment. In addition, the agency supports an ideology (not always seen in practice) embracing a therapeutic approach to institutionalization.

Present starting salaries in each classification are partially dependent upon educational attainment and previous experience; however, the current salary scales are given on the following page:

Sociologist -- from $552 upwards

Social Worker -- from $565 upwards

Youth Counselor -- from $517 upwards

Psychologist -- from $750 upwards

Trainees -- approximately $400-500 monthly

Trainee positions (social work, sociology, psychology, and rehabilitation counseling) can often be arranged to fit the individual needs of graduate students needing varying periods of internship experience.

Mr. John Troike is the Chief Administrative Officer of this agency; however, contact can most appropriately be made through one of the following persons:

Mr. Olin Stead, Superintendent
Correctional Services Division
Illinois Youth Commission
623 East Adams Street
Springfield, Illinois 62706

Mr. Stead is responsible for all correctional elements of the Commission and supervises the following Unit Administrators (among others), who may also be contacted for further job information:

Mr. Joshua Johnson, Supt.
Forestry Camp Division
Illinois Youth Commission
623 East Adams Street
Springfield, Illinois 62706

---or---

Mr. Sam Sublett, Superintendent
Illinois State Training School for Boys
P. O. Box 122
St. Charles, Illinois 60174

---or---

Mr. Charles Handley, Supt.
Reception and Diagnostic Center
Illinois Youth Commission
P.O. Box 702
Joliet, Illinois 60434
(especially good for supervised internships)

---or---

Mrs. Frances Nickman, Supt.
Illinois State Training School for Girls
P. O. Box 111
Geneva, Illinois 60134

---or---

Mr. A. M. Monahan, Supt.
Illinois Industrial School for Boys
P. O. Box 38
Sheridan, Illinois 60551
(maximum-security)

Each of these institutions or individuals may be visited by prior appointment, to permit the potential job applicant to become more personally aware of the orientation and methods of each setting.

ADULT INSTITUTIONS CASEWORK (STATE-LEVEL)

The Illinois Department of Public Safety provides adult institutional services at the state-level through six penitentiaries. While each institution has a Warden who exercises administrative supervision for facility operation, the casework element (Division of the Criminologist) consisting of Sociologists, Social Workers, Psychologists, Psychiatrists, and similar professional orientations in the helping-relationship arena operates independently of the line-staff administration; and, in fact, has its own set of administrative structures. The Division is administered by:

Mr. Arthur V. Huffman
State Criminologist
Illinois Dept. of Public Safety
103 State Armory Building
Springfield, Illinois 62706

Responsibilities of Division staff include (among many others) preparation of diagnostic statements regarding the correctional client, casework functions of all kinds, therapies, etc. The Division is motivated towards a genuinely professional approach; however, a lack of staff handicaps their ability to move far into innovative casework and therapeutic programming at this time.

Full-time Division staff are covered by the Illinois Personnel Code. The present salary range for Sociologist I is from $552 upwards, with entrance salary partially dependent upon educational attainment and previous experience. Internship positions are occasionally available for graduate students needing this type of experience.

ADULT INSTITUTIONS CASEWORK (LOCAL-LEVEL)

This is a limited opportunity in Illinois, at present. Our present information indicates the only possibilities for this type of employment are in the Chicago metropolitan area. Contacts would include:

Mr. Charles Ruddell, Supt.
Chicago House of Correction
2800 South California
Chicago, Illinois 60608

---or---

Mr. Winston Moore, Warden
Cook County Jail
2600 South California
Chicago, Illinois 60608

It is our impression that the listed institutions are gradually moving towards increasingly greater inclusion of personnel skilled in the helping-relationships.

PROBATION

Probation in Illinois is almost totally fragmented into autonomous county offices. Until very recently, little incentive was provided the local officials to encourage their embracing of upgraded personnel standards.

Currently, the applicant for a position in probation has a first problem of locating positions. This is not an easy task; however, a practical suggestion is to concentrate upon counties with large populations--including, among others, Cook County (Chicago), Winnebago County (Rockford), Sangamon County (Springfield), Peoria County (Peoria), St. Clair County (E. St. Louis - Belleville), Madison County (Alton - Edwardsville), Macon County (Decatur). Contact can be directed to the Chief Probation Officer of each county listed--usually with an office in the county court house. In addition, there is considerable merit in contacting Circuit Judges and/or State's Attorneys of areas in which you are interested. Each will generally have some ~~(or considerable)~~ influence upon appointment of new probation officers.

The probation role in Illinois is not standardized. Varying weights are placed upon surveillance, casework, pre-sentence investigations, juvenile vs. adult caseloads, and so on. Salaries will generally range upwards from $450.00 in larger population counties. Rarely, the probation officer is governed by any form of civil service protection.

Of special note in this category is Cook County Juvenile Court. Here professional services are supplied to the juvenile client by a small staff of probation officers. The administrative officer is:

Mr. John O'Brien
Cook County Juvenile Court
2246 West Roosevelt Road
Chicago, Illinois 60608

Salaries in this setting are in the $600 to $700 range for new employees possessing a graduate degree.

Another possible resource for probation would possibly be through the Illinois Probation, Parole and Correctional Association and its current President Mr. Povl Boesen. Through inquiry with Mr. Boesen, leads to probation vacancies may be available. His address is:

Mr. Povl Boesen
Chief Probation Officer
10th Judicial Circuit of Illinois
Peoria County Courthouse
Peoria, Illinois 61602

FEDERAL PROBATION AND PAROLE

A number of personnel in this category are assigned within the boundaries of Illinois. Contact with the following individual will provide information about opportunities in Illinois:

Mr. Benjamin Meeker
Chief U.S. Probation Officer
2200 Federal Court Building
Chicago, Illinois 60604

FEDERAL ADULT CORRECTIONAL INSTITUTIONS

The Marion Federal Penitentiary (about 15 miles east of Carbondale) is an employment resource for correctional professionals. Internships are occasionally available to graduate students needing this type of experience. Further information can be obtained from:

Mr. Fred Harris, Warden
Marion Federal Penitentiary
Marion, Illinois 62959

or by contacting the Federal Bureau of Prisons in Washington, D.C.

WORK RELEASE PROGRAMS

Recent legislation permits the Illinois Department of Public Safety to develop and implement work release programs. Initial activity is under way at this time. Personnel information may be obtained from:

Mr. Arthur V. Huffman
State Criminologist
Illinois Dept. of Public Safety
103 State Armory Building
Springfield, Illinois 62706

HALF-WAY HOUSE AND SIMILAR PROGRAMS

Casework or assistant administrative positions may occasionally be open in the organizations listed below. Normally, an advanced degree in the social sciences will be necessary for employment consideration. Contact may be made at the following addresses:

Director
Dismas House
903 Cole
St. Louis, Missouri 63101

---or---

Director
Magdala House
1605 Missouri
St. Louis, Missouri

---or---

Director
St. Leonards' House
4925 S. Woodlawn
Chicago, Illinois 60615

---or---

Director
Federal Pre-Release Guidance Center
826 South Wabash Street
Chicago, Illinois 60605

---or---

Mr. Joseph Bright
Illinois Dept. of Public Safety
State of Illinois Building
Chicago, Illinois 60601

PROFESSIONAL TRAINING FOR CORRECTIONS

A recent trend in career development patterns for personnel dealing with public offenders is the growth of professional training for law enforcement and correctional line-personnel. It is possible that full or part-time instructor positions may be open at some schools, especially if the number of such programs increases. Graduate degrees will probably be necessary for employment in most educational settings. Presently the following persons direct these or similar programs.

Dean
Aurora Jr. College
Aurora, Illinois 60507

---or---

Keith Humble, Dean
Div. of Vocational & Tech. Educ.
Southern Illinois University
Carbondale, Illinois 62901

---or---

Charles V. Matthews, Director
Center for the Study of Crime,
Delinquency, and Corrections
Southern Illinois University
Carbondale, Illinois 62901

---or---

Professor Charles Taylor, Director
Police Training Institute
University of Illinois
Urbana, Illinois 61801

ILLINOIS DEPARTMENT OF PERSONNEL

This state agency performs personnel chores for most other state agencies, including the Illinois Department of Public Safety and the Illinois Youth Commission. Although it is entirely appropriate for a job applicant to contact the specific agency or unit of his choice, contact with this Department should not be overlooked. Through such contact, a much broader view of job possibilities in state-level corrections can be obtained. The Department Administrator is Mrs. Marian Ringo; however, contact can also be made through:

Mr. Walter Peura, Supervisor
Recruitment Section
Illinois Department of Personnel
Centennial Building
Springfield, Illinois 62706

A local office of the Department is currently located in Carbondale.

MAKE YOUR OWN POSITION

Finally, it is possible that the articulate and cabable graduating student can literally bring his potential job into existence. For example, a single county or judicial circuit which offers little or no probation may become interested in establishing such services; provided, (1) a thorough but practical plan for structuring this activity is formulated and positively presented by an applicant, (2) a capable person is available to fill the probation officer role.

Or again, it is quite possible that a state correctional agency would be receptive to the initiative of a job applicant suggesting new ways to accomplish overall goals or interim objectives. Presented positively, such specific and concrete tentative planning could incorporate a new employment role previously not utilized by an agency. Just as importantly, such initiative and obvious interest may signal the agency administrator positively about your desirability for filling another position.

CORRECTIONAL ADMINISTRATION

A final note is in order. Illinois corrections, not unlike other states, is strongly entrenched with a personnel philosophy emphasizing advancement and promotion from within the various organizations. It would be extremely difficult for the new graduate to enter upon a supervisory or management career in almost any Illinois correctional organization without going through a substantial portion of the vertically-structured career ladder. This is particularly true of the line-staff groupings and administration, per se. For the professional whose main concern is with providing direct client services, the path is somwhat more flexible.

With time and increasing numbers of graduates having basic proficiencies in administrative as well as social science areas, it is likely that more variety of career-entrance positions will be open to graduating students.

X.

Summary of Continuation-Grant Proposal

X.

Summary of Continuation-Grant Proposal

This material is directly extracted from the continuation-grant proposal. This continuation-grant proposal presents a series of focused training programs for correctional staff-segments having intensive contact with the client; thereby, enhancing opportunities for maximum staff participation in the correctional rehabilitation process.

The primary goals during the coming twelve months are four-fold:

1. to provide a tangible and continuing impetus for correctional staff-training programming in Illinois;
2. to provide a series of training activities for Illinois corrections;
3. to assist in the development of additional programs of training and staff development, and the implementation of others;
4. to provide consultation, assistance, and evaluation towards achievement of in-house training capability (and interest) by the various agencies serving correctional clients.

In addition to the considerable amount of grant-time concerned with development and implementation consultation during this second grant year, a number of specific training programs or activities will be scheduled, including the following:

1. Basic In-Service Training Program for Correctional Line-Officers (BISTP);
2. Supervisor's Training Program for Line-Officers (STP);
3. Correctional Administrators Workshop Series;
4. Correctional Staff-Trainers Workshop Series;
5. Community Correctional Worker Training Program Series;
6. Newsletter for Correctional Staff-Trainers;
7. Jail Correctional Worker Training Program.

Through programs and services, the continuation-grant year will stimulate a significant advance in correctional staff competency for full participation in security, treatment and rehabilitation programs. At the same time, an adequate foundation will be provided for line-officer involvement in advanced training leading toward active, positive participation as a change-agent in corrections.

I.

GOALS

A. Nature of the Problem: Staff-training in Illinois corrections occupies a low-priority status in programming for total operations. Most correctional staff, once past some brief form of orientation training, receive minimal amounts of in-service training during their employment. Even in those agencies providing such training, emphasis is placed on situational needs (security for the correctional officer and reports/caseload manipulation for the community-based correctional worker) with little time or inclination for content such as correctional roles, treatment, philosophies, ways and means, communications, leadership, supervision, and management. As a result, the correctional role often fails to fulfill its broad potential as a change-agent.

Organization for corrections in Illinois presents a complex model of autonomous and partially-autonomous facilities providing a variety of client services. There is no single source of administrative direction or integration of such services. The result, as might be expected, is a series of discontinuities in programming for correctional facility organization and operation. This is especially noticeable in terms of staff-training.

Although staff-training is currently a minor activity in Illinois corrections, study supported by an O.L.E.A. grant during the past six months indicates a significantly high degree of interest by staff in the furtherance of their job skills through appropriate in-service training programming. In general, correctional administrators also verbalize support for an augmented staff-training program and, most importantly, have indicated their readiness to release staff-time for this purpose. The time seems opportune for development and implementation for a much-expanded staff-training effort in Illinois corrections. Initially, we believe that an outside agency can do most to solidify and build upon agency interest in training; however, it is essential that the training role become an integral part of agency operations with emphasis on "in-house" training capability.

B. Project Objectives: While Illinois corrections would most likely benefit from a number of approaches which might be taken, it is our judgment that the course proposed below will be the most effective and economical in introducing a broadly-based staff-training program.

1. It is apparent that increased contact between staff and correctional client provides an interface which, properly structured, is conducive of an environmental setting appropriate for rehabilitation. Structuring, as used here, refers to the staff ability for positive relationships with the inmate of his community counterpart. To secure this ability,

and to program it in a systematic manner having greatest impact towards correctional rehabilitation, Illinois corrections staff must be trained in subjects beyond those involved directly with security. While recognizing the importance of security, we believe that correctional staff-roles can and must have many faces, including those which are directly concerned with the correctional rehabilitation process. A foundation of content knowledge and techniques appropriate to assisting the correctional client (rather than complete concern with security operations) is essential to reach this goal.

2. Various training organizations are in a position to assist Illinois correctional agencies in their staff-training activities; however, for the greatest effectiveness and economy, training must finally be in the hands of correctional staff. Through this grant, we can provide a stimulus for and a major assistance to Illinois corrections by planning, developing, demonstrating, and evaluating individual or total-agency training activities; but, eventually,

the agency must accept this need as its own responsibility. Programs in this proposal are designed to encourage in-house capability for correctional staff-training.

3. A third goal is the initiation of a dialogue between the various elements of Illinois corrections, towards an elimination of the discontinuities in the correctional process. Staff-training appears to be an appropriate arena for this type of dialogue.

While many other subgoals are in our planning strategy, the three described present a nucleus for implementation of staff-training which moves beyond the classroom. We believe that this is necessary, if staff-training is to be fruitful in terms of post-training change.

C. Target Groups: Main focus of this proposal is upon providing correctional line-officer staff with appropriate staff-training programs. Secondarily, we will provide a series of training workshops for community correctional personnel. To do these effectively, however, we feel it is essential that other significant segments of correctional staff be involved in training--both in support of the basic training programs and for furtherance of their own job skills. To this end, correctional administrators, line-officer supervisors, and staff-trainers will each be involved in specific instruction programs.

II.

METHODS

Training methods used in the various programs suggested here will reflect correctional staff-training experiences at our Center during the past few years. In general, emphasis will be placed upon instructional models utilizing participant involvement and interaction to the greatest appropriate degree. Included are the following instructional methods:

1. modified T-Group
2. videotape
3. audio-visual methods
4. discussion
5. lectures
6. buzz sessions
7. conferences
8. problem-solving
9. telephone conference calls

In all instances, the need to initiate training experiences in the relative security (for administrator, participants, and training program) of increasing competence for job-related activities will be recognized.

A considerable degree of flexibility has been programmed into our proposal; however, we do expect that the types of activities listed below will occur during the continuation grant year:

1. Correctional Administrator Workshop Series;
2. Correctional Staff-Trainer Workshop Series;
3. Supervisor Training Program for Correctional Line-Officer Supervisors;
4. Basic In-Service Training Program for Correctional Officers;
5. Jail Correctional Worker Training Program;
6. NEWSLETTER for Illinois Correctional Staff-Training;
7. Community Correctional Worker Training Program;
8. consultation and assistance for on-going programs of training;
9. planning and developmental activities for newly-emergent training needs.

Two of these programs will utilize current and emerging correctional in-house capability of staff-training; others, however, will be produced through grant staff-consultants as a supplement and complement to present training capacities of the various agencies.

Full-time project personnel will include a project director--(administrative, planning, facilitation, and training roles) and a trainer (training role only). Consultant services will be obtained through grant-funding. Substantial matching-contributions of Center/S.I.U. staff time will provide additional instruction, consultation, and evaluation personnel.

Particular note is made of time programmed in this proposal which will allow training program planning, assistance, and evaluation for in-house training activities. We will be particularly anxious to stimulate and support plans being developed by Illinois correctional agencies, and to integrate these various activities into a master plan for statewide correctional staff-training. To this end, the project director will set aside approximately 1/3 of his available time for appropriate supportive activities.

III.

RESULTS

1. **Evaluation:** We believe it essential to provide a systematic means of evaluating each training program. Our purpose will be to continually re-define methods and content as accumulation of training experiences necessitate--and, not for traditional academic research. The specific evaluation measures for each

program are integrated into the individual program outlines in Appendix A, and will not be repeated at this point.

2. Significance: The programs presented in this proposal are primarily designed for use in the Illinois corrections system. Most will be highly focused upon a given need area, perhaps to the point where they lose their transferability to other areas. We do feel, however, explorations for certain programs in a regional context would have some validity--particularly, (1) the Jail Correctional Worker Training Program and (2) the NEWSLETTER.

3. Continuation: Our purpose in proposal involvement is the preparation of a design appropriate for continuation of training after termination of federal funding. Specifically, our contacts with the various correctional agencies--and particularly the Illinois Department of Public Safety--strongly suggest the continuation of similar and advanced staff-training programming in future years. In this sense, federal funding is truly "seed-money".

4. Dissemination: Programs will be publicized through the NEWSLETTER. In addition, O.L.E.A. Quarterly Reports will provide a continuing record of program progress. At various points, progress reports will be issued on various programs. In general, distribution will mainly take place in Illinois.

IV.

RESOURCES

1. Grantee Facilities and Qualifications: The Center for the Study of Crime, Delinquency, and Corrections at Southern Illinois University has had, over the years, a strong commitment to programs involving delinquency, corrections, and law-enforcement. It is one of the few universities having a separate and viable division whose main concern lies in these areas. Established seven years ago, the Center engages in research, graduate training for corrections, and training of practitioners in corrections. During this time, federal grants have been received from the Office of Juvenile Delinquency and Youth Development, the Office of Economic Opportunity, the National Institute of Mental Health, and the Office of Law Enforcement Assistance.

Currently, our staff numbers sixteen (exclusive of six secretarial/clerical workers) and fifteen graduate assistants; the latter pursuing a variety of goals, but all with an interest in turning their special professional interest towards an involvement with corrections. The staff is a multi-disciplinary one bringing diverse orientations to focus upon Center interests.

Southern Illinois University is one of the larger schools in the country. Auxiliary facilities and services are available within the school to supplement needs produced during grant program activity.

2. Staff and Staff Organization: In addition to full-time grant staff, the following individuals on our Center staff will be involved in continuation-grant programming--(vitae enclosed as Appendix B).

   a. Professor Charles V. Matthews, Director, Center for the Study of Crime, Delinquency, and Corrections, Southern Illinois University.
   b. Professor Elmer H. Johnson, Assistant Director, Center for the Study of Crime, Delinquency, and Corrections, Southern Illinois University.
   c. Professor John E. Grenfell
   d. Professor Robert H. Dreher
   e. Professor A. LaMont Smith
   f. Professor Thomas Eynon
   g. Professor John F. Twomey
   h. Professor Stanley L. Brodsky
   i. Mr. Richard Pooley

3. Cooperating Agencies: The Illinois Department of Public Safety will be closely involved in the execution of this continuation-grant proposal. Responsibility for grant operations will remain with the Center; however, the Department has agreed to participate to the extent written into each program description. A letter from the departmental Director, Mr. Ross Randolph, is attached as Appendix C of this proposal.

XI.

An Outline for the Coming Year

XI.

Outline For The Coming Year

During the continuation-grant year, a series of training activities are scheduled for correctional staff in Illinois. Each training program is specifically designed and programmed to meet a given need or situation.

Following is the tentative chronological schedule for training activities during the continuation-grant year.

1. Correctional Administrator Workshop Series:

Grant month	#3	2 days	Springfield
	#6	2½ days	Carbondale
	#9	2½ days	Carbondale
	#12	2½ days	Springfield

2. Correctional Staff-Trainer Workshop Series:

Grant month	#2	3½ days	Carbondale
	#4	3½ days	Carbondale
	#6	2½ days	Carbondale
	#8	2½ days	Springfield
	#10	1½ days	Carbondale
	#12	1½ days	Carbondale

3. Supervisors Training Program: Planning Workshops:

Grant month	#2	1 day	Carbondale
	#3	1 day	Carbondale

4. Basic In-Service Training Program for Correctional Officers: Planning Workshops:

Grant month	#3	1 day	Carbondale
	#4	2 days	Joliet
	#5	2 days	Menard
	#6	2 days	Carbondale

5. Jail Correctional Worker Training Program:

Grant month	#3	1 day	Springfield (planning)
	#5	4 days	Carbondale
	#9	4 days	Springfield

6. Community Correctional Worker Training Program:

Grant month	#3	1 day	Springfield (planning)
	#4	2 days	t.b.a.
	#6	2 days	"
	#8	2 days	"
	#10	2 days	"
	#12	2 days	"

7. Workshop on the Public Offender for Non-Correctional Agencies:

Grant month	#3	1 day	Springfield (planning)
	#6	2½ days	Springfield
	#10	2½ days	Carbondale

8. Supervisor's Training Program:

   Grant months 4 through 12, inclusive, at Menard and Joliet State Penitentiary. One day per month.

9. Basic In-Service Training Program for Correctional Officers:

   Grant months 7 through 12, inclusive, at Menard and Joliet State Penitentiary. Continuous two-week sessions at each institution.

10. NEWSLETTER for Illinois Correctional Staff-Training:

    Monthly issue.

CORRECTIONAL ADMINISTRATOR WORKSHOP SERIES

	#1	#2	#3	#4
DAY #1 (full-day)				
DAY #2 (full-day)				
DAY #3 (½ day)				

CORRECTIONAL STAFF TRAINING WORKSHOP SERIES

		#1	#2	#3	#4	#5	#6
DAY #1 (full-day)	AM						
	PM						
DAY #2 (full-day)	AM						
	PM						
DAY #3 (½ day)	AM						
	AM	WRITTEN CRITIQUE	WRITTEN CRITIQUE	WRITTEN CRITIQUE	WRITTEN CRITIQUE	WRITTEN CRITIQUE	WRITTEN CRITIQUE

SUPERVISOR'S TRAINING PROGRAM

	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JUL
JOLIET I.S.P.										
MENARD I.S.P.										
PONTIAC I.S.P.	(will send supervisory trainees to Joliet I.S.P. program)									
VIENNA I.S.P.	(will send supervisory trainees to Menard I.S.P. program)									
VANDALIA I.S.P.	(will send supervisory trainees to Menard I.S.P. program)									
DWIGHT I.S.P.	(will send supervisory trainees to Joliet I.S.P. program)									

BASIC IN-SERVICE TRAINING PROGRAM: PLANNING WORKSHOPS

		#1	#2	#3
DAY #1 (full-day)	AM			
	PM			
DAY #2 (full-day)	AM			
	PM			

COMMUNITY CORRECTIONAL WORKER TRAINING PROGRAM

		#1	#2	#3	#4	#5	#6
DAY #1 (full·time)	AM						
	PM						
DAY #2 (full-time)	AM						
	PM						

CORRECTIONAL WORKER TRAINING PROGRAM (FALL-1968)

	#1	#2	#3	#4
8:30 to 10:00	Welcome Orientation TESTING			
10:00 to 11:30				Testing
11:30 to 12:00	Individual Study	Individual Study	Individual Study	Graduation
12:00 to 1:00	LUNCH	LUNCH	LUNCH	▨
1:00 to 3:00				
3:00 to 4:30				
4:30 to 5:00	REVIEW	REVIEW	REVIEW	

BASIC IN-SERVICE TRAINING PROGRAM

	WEEK # 1					WEEK # 2				
	MON	TUES	WED	THURS	FRI	MON	TUES	WED	THURS	FRI
0:00 to 2:00										
2:00 to 3:15										
3:15 to 4:00	LUNCH - - - - - -LUNCH - - - - - - -					LUNCH - - - - - -LUNCH - - - - - -LUNCH----				
4:00 to 5:30	----- INDIVIDUAL STUDY AND ----- PROJECTS					------INDIVIDUAL STUDY AND--- PROJECTS				Written Critiques
5:30 to 7:30					STUDY				STUDY	Special Testing
7:30 to 8:00	-------REVIEW----REVIEW----				Mid-Point EXAM	------REVIEW-----REVIEW			FINAL EXAM	Graduation

XII.

Analysis of Department of Public Safety Staff Questionnaire

REPORT

ON QUESTIONNAIRE SURVEY OF CORRECTIONS STAFF: ILLINOIS DEPARTMENT OF PUBLIC SAFETY

by

George W. Kiefer
Project Director

October, 1968

(This report is prepared in connection with OLEA Grant #197--State In-Service Training for Correctional Personnel--and is jointly sponsored by the Office of Law Enforcement Assistance, United States Department of Justice; the Center for the Study of Crime, Delinquency, and Corrections at Southern Illinois University; and with the cooperation of the Illinois Department of Public Safety.)

PREFACE

This report is written to present an accurate picture of information gathered during the course of a questionnaire survey.

We are particularly thankful for assistance provided by the Illinois Department of Public Safety and the correctional staff which cooperated in making this survey possible. Special thanks go to the Departments' Data Processing Section staff for their diligent efforts in processing our data; however, responsibility for interpretation and final form of the data must be borne by the Project Director.

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I.

INTRODUCTION

Early in the course of O. L. E. A. grant #197, it became evident that knowledgable persons in Illinois had varying ideas about the needs, programs, and employee acceptance of correctional staff-training. In part, the differing opinions result from an absence of any systematic investigation dealing with correctional staff-training. Previous investigations of Illinois corrections (i.e., the Beto Report and the Galvin Report) both urged substantial increases in the quantity and quality of training; however, even these produced little in the way of background data or staff statistics appropriate to the design of staff-training programming.

A second reason for the differing opinions is found in the tradition of Illinois corrections and the academic community. Although many contrary examples can be found, correctional institutions and the academic community (defined here to mean universities and colleges) have had but little rapprochement; and, even when this occurs, it most often is in terms of educators. Rarely will be found continuing positive interchanges and communication between correctional management and these academic disciplines in the most advantageous position to assist the field of corrections (i.e., public administration, psychology, sociology, business administration, and so on). Certainly, this is not a phenomena unique to the Illinois system.

As a result of this paucity of contact, neither group is in a good position to accurately know what the other is doing. This was dramatically demonstrated as we were preparing the initial stages of the project. For example, a "typical" comment elicited from university staff suggested that correctional staff would not be willing to make the sacrifices necessary for appropriate staff-training programming (such as possible off-time training, re-structuring of attitudes beyond a basic custodial orientation, returning to the "classroom", re-assignments permitting training-time slots, etc.). On the other hand, many correctional managers lacked enthusiasm for such staff-training involving university assistance because of such reasons as (1) non-success with previous efforts; (2) belief that an "outsider" couldn't effectively teach in-service programs to correctional officers; (3) purported "ivory-tower" idealism of academician; (4) assumed strong covert opposition by staff to training, and so on.

While many parts of our study dealt with these matters, we felt it essential to explore staff attitudes towards training per se, and to possible content for training. At the same time, we could learn a bit more about those staff group characteristics which would be important in planning and implementing future training activities.

Accordingly, with cooperation from the Illinois Department of Public Safety, a survey questionnaire was written for distribution to most classifications of Department staff employed in adult institutional corrections (1700 employees in six state penitentiaries--see Reports #4 and #6 of this project series for further information about the settings). A copy of the questionnaire is attached as Part IV of this report. 1,282 completed questionnaires were collected and have been processed to provide the data in Part III of the report.

II

METHODOLOGICAL CONSIDERATIONS

The guidelines provided by proposal content of O.L.E.A. grant #197 allowed considerable latitude and flexibility for the Project Director's fixing of study boundaries. Certain areas, however, were spelled out in the proposal as meriting priority consideration during the grant. Of these, the single largest grouping consisted of the various guard categories in adult correctional institutions.

Thus, while our main concern was with the guard in Illinois adult correctional institutions, it quickly became apparent that our survey would desirably include two other groups having significant opportunity for interaction with our target group--; namely, other non-guard staff in the institutions and the inmate group. Since it was a simple matter to reach the first of these, we extended the distribution of our questionnaire survey instrument to include the non-guard staff group--with certain exceptions discussed below. The inmate group was studied through other means.

The total number of staff employed in adult correctional institutions by the Illinois Department of Public Safety is somewhat in excess of 1900; however, our questionnaire was distributed to only 1700 of these. 1282 completed questionnaires provide the basis for this report (of which slightly over one thousand are in our guard-group target category). The other 200 staff were omitted from our distribution for a variety of reasons:

a. some are part-time staff only;

b. a number could not be reached due to vacations, illness, leaves of absence, and so on;

c. due to our faulty distribution instructions, female employees were not given questionnaires at some institutions;

d. again, due to our faulty distribution instructions plus the unique organizational splitting in the Department (into elements representing the Criminologist Division and those concerned with all institutional affairs except the former) some staff in the casework-treatment professional group were not included in this survey.

Other than the above exceptions, we believe that distribution of our questionnaire was uniform and without untoward bias. Providing these reservations are kept in mind, the questionnaire results appear to fairly and accurately portray those items of concern during the O.L.E.A. grant #197 study.

The method of questionnaire distribution presented some problems initially, pending practical field testing. Ideally, the Project Director would have been in a position to personally distribute, supervise preparation, and collect the questionnaires at each facility; however, a number of circumstances made this next to impossible. As an alternative, the responsibility for these matters was delegated to the warden of each Departmental institution. Guidelines were provided by the Project Director to insure that conditions would be as uniform as possible; but, actual operation of these guidelines was somewhat discretionary with each warden. For example, although we are certain that the questionnaires were in fact anonymous and essentially voluntarily responded to, it is likely that the specific manner of distribution had some effect on our response rate. While this effect may be of interest or significance in the abstract, we feel that the type of information outputs produced here are basically approximations showing gross trends. It is most unlikely that the small discretionary differences would have substantial effect upon the trends elicited.

One other point needs to be made. Although the purpose of our questionnaire study was to learn more about correctional staff and their attitudes (both individually and as a group) towards staff-training, it was deliberate on our part to bias the questionnaire slightly toward a negative approach; that is, the respondent would have found it somewhat easier to give answers suggesting non-acceptance of staff-training programming. We felt at the outset that the strength of positive attitudes toward such training would outweigh this precautionary weighting.

III

THE FINDINGS

In the following pages, a series of tables are presented detailing the most significant information obtained in our survey. For the most part, the presentations are self-explanatory with only minimal introductory comment being needed. We do point out, however, that our figures are gathered from the items marked by the 1,282 questionnaire respondents; thus, our information and derived tables should not be construed as official Departmental statistics.

1. Institutional representation of respondents in the survey took the following pattern.

FACILITY	TARGET GROUP	RESPONDENTS	%
a. Joliet I.S.P. Complex	705	642	91.0
b. Pontiac I.S.P.	250	194	77.6
c. Menard I.S.P.	360	213	59.1
d. Vandalia I.S.P.	190	133	70.0
e. Dwight I.S.P.	115	48	41.7
f. Vienna I.S.P.	80	52	65.0
g. Unknown	0	-	-
	1700	1282	75.4%

2. The age range of our respondent group is from less than 21 years to over 60 years. Taking ten year intervals, our respondent group shows the following age pattern.

	Joliet	Pontiac	Menard	Vandalia	Dwight	Vienna	Total
a. under 21	2	0	0	1	0	0	3
b. 21-30	152	33	22	29	4	8	248
c. 31-40	107	35	23	29	6	20	220
d. 41-50	135	40	49	27	12	13	276
e. 51-60	180	57	71	24	15	5	352
f. over 60	65	29	46	23	11	6	180
g. no answer	1	0	2	0	0	0	3
TOTAL	642	194	213	133	48	52	1282

3. Nearly 3/4's of our respondents have worked for the Department less than ten years. Again using ten-year intervals, our respondent group has the following pattern of Departmental service.

		Joliet	Pontiac	Menard	Vandalia	Dwight	Vienna	Total
a.	Under 1 year	160	44	11	7	2	1	225
b.	1 - 5 years	239	82	68	50	25	27	491
c.	6 - 10 years	100	26	56	34	14	15	245
d.	11 - 15 years	62	25	34	25	4	7	157
e.	16 - 20 years	33	10	30	7	1	2	83
f.	21 - 25 years	20	5	6	4	2	0	37
g.	Over 25 years	24	1	8	6	0	0	39
h.	No answer	4	1	0	0	0	0	5
	TOTAL	642	194	213	133	48	52	1282

4. In large part, surveyed staff have been employed at their current institution during most of their time with the Department.

	Joliet	Pontiac	Menard	Vandalia	Dwight	Vienna	Total
a. Under 1 year	162	46	13	16	3	5	245
b. 1 - 5 years	244	84	80	49	26	47	530
c. 6 - 10 years	98	25	45	37	13	0	218
d. 11 - 15 years	65	23	31	18	5	0	142
e. 16 - 20 years	31	10	29	6	1	0	77
f. 21 -25 years	20	5	6	2	0	0	33
g. Over 25 years	21	1	8	5	0	0	35
h. No answer	1	0	1	0	0	0	2
TOTAL	642	194	213	133	48	52	1282

Another questionnaire item indicated that, out of the total 1282 respondents, 1066 had only been employed at their present location. Of the remainder, the majority (166) had previous experience at the Joliet facility.

5. A number of general job catagories were postulated, based upon a combination of position title and function. While such groupings pose some methodological problems, we feel the respondents were able to respond accurately.

	Joliet	Pontiac	Menard	Vandal-ia	Dwight	Vienna	Total
a. Guard group	559	159	170	86	42	28	1044
b. Casework group	0	0	3	1	0	1	5
c. Education group	8	5	10	0	0	0	23
d. Foremen/craft group	29	15	18	12	0	3	77
e. Secretarial group	0	0	0	21	0	8	29
f. Administrative group	5	0	1	5	0	4	15
g. Others	29	10	7	6	5	0	63
h. No answer	12	5	4	2	1	2	26
TOTAL	642	194	213	133	48	52	1282

6. Since the guard group is so large and, organizationally, is made up of many personnel levels, our respondents were asked to report their ranks, if in a security category.

		Joliet	Pontiac	Menard	Vandalia	Dwight	Vienna	Total
a.	Sr. Guard Captains	4	0	0	3	0	0	7
b.	Captains	3	1	1	0	0	0	5
c.	Lieutenants	34	1	5	3	0	3	46
d.	Sergeants	53	15	10	5	0	2	85
e.	Guard	451	139	152	75	5	22	844
f.	Non-security	71	30	37	45	5	22	210
g.	no answer	26	8	8	2	38	3	85
	TOTAL	642	194	213	133	48	52	1282

7. On the other hand, when asked to specify what functions their jobs were most concerned with in the institution, our respondents gave answers which give truer indication of their individual perspectives for the institutional functions primarily associated with their jobs.

	Joliet	Pontiac	Menard	Vandalia	Dwight	Vienna	Total
a. security	608	174	201	109	41	30	1164
b. social services	13	1	3	3	7	5	25
c. farm operations	39	15	8	16	0	7	87
d. industries	57	16	22	9	0	4	111
e. education	40	9	21	7	0	2	83
f. medical	16	6	5	5	0	1	33
g. administration	46	12	14	26	0	20	118
h. no answer	3	2	0	2	0	3	15
TOTAL	642	235	274	177	48	52	1636

(NOTE: Totals will not necessarily match totals elsewhere in this report due to multiple responses, and so on.)

8. Our survey group was asked about training they had received since initial employment by the Department. The first item related to orientation training received as a new employee.

(ORIENTATION)	Joliet	Pontiac	Menard	Vandalia	Dwight	Vienna	Total
a. received orientation training	590	129	194	107	34	36	1090
b. no orientation training	41	62	17	23	10	14	167
c. no answer	11	3	2	3	4	2	25
TOTAL	642	194	213	133	48	52	1282

Concerning any further training, our respondents present the following picture.

(FURTHER TRNG.)	Joliet	Pontiac	Menard	Vandalia	Dwight	Vienna	Total
a. some further trng.	321	129	130	85	20	29	724
b. no further trng.	304	61	73	47	22	13	520
c. no answer	17	4	10	1	6	0	38
TOTAL	642	194	213	133	48	52	1282

For the latter, types of training most frequently mentioned by respondents on a Department-wide basis are-

a. meetings - 308 mentions
b. in-service - 336 mentions
c. college- 87 mentions
d. supervisory- 93 mentions
e. weapons- 343 mentions
f. correspondence courses- 36 mentions
g. high school courses- 35 mentions
h. on-the-job- 322 mentions
i. other- 72 mentions

(NOTE: These categories are not mutually exclusive.)

9. Of special interest was the extent to which Department staff had previous experience in law enforcement, criminal justice, or corrections. Because of a questionnaire fault, we were able to do this only as related to military experience in the selected areas.

	Joliet	Pontiac	Menard	Vandalia	Dwight	Vienna	Total
a. had military service		(data not available for individual facilities)					758
b. had police training experience in military							264
c. no answer							26
TOTAL							1048

10. Level of attained education is important to the design and implementation of staff-training programs. Our respondents reported the following levels of education.

	Joliet	Pontiac	Menard	Vandalia	Dwight	Vienna	Total
a. less than 8th grade	12	6	6	4	1	1	30
b. 8th grade diploma	97	31	64	20	3	10	225
c. some high school	177	55	66	28	19	10	355
d. high School diploma	265	76	63	65	20	13	502
e. some college	79	24	11	12	5	14	145
f. A.A. college degree	1	0	0	0	0	0	1
g. 4 year college degree	3	1	1	1	0	1	7
h. advanced college degree	4	1	2	2	0	3	12
i. no answer	4	0	0	1	0	0	5
TOTAL	642	194	213	133	48	52	1282

11. In addition to securing some basic information about Department staff, we were interested in learning how they would respond to a set of statements about their possible future participation in staff-training. To a degree, the statements were loaded (in quantity and position on the questionnaire) towards securing of negative feelings; however, we felt that the positive statements would prevail. Any number of statements could be marked-or none.

	Joliet	Pontiac	Menard	Vandalia	Dwight	Vienna	Total
a. Should be during regular shift hours	213	71	111	68	14	13	490
b. Should receive compensatory time	206	71	45	48	16	10	396
c. Only interested if most co-workers participate	19	18	15	10	1	1	64
d. Interested if training helps in job here	443	148	143	86	38	38	896
e. Too few staff for training	53	10	17	12	3	2	68
f. Need no further training for my job	32	12	9	9	4	2	60
g. Only interested if get recognition	28	6	18	8	0	0	97
h. Will participate only if ordered by warden	32	13	22	8	3	1	79
i. Would like to participate in training	379	102	97	79	28	26	711
j. Feel training would be useful for me	444	122	95	85	33	33	835

Items (d), (i), and (j) are strongly suggestive of the high degree for personnel upgrading that exists among a substantial segment of Department staff.

12. Finally, we asked our respondents to indicate which topics, among a supplied list, would be good training content for their peers. Any or all items could be checked. Admittedly, the catagories are generalized in this survey

	Joliet	Pontiac	Menard	Vandalia	Dwight	Vienna	Total
a. Security measures	591	166	187	106	42	26	1118
b. Inmate personality	238	75	63	36	32	20	464
c Institutional procedures	450	130	103	82	24	31	820
d. Civil rights	104	28	27	17	10	4	190
e. Criminal law	138	25	34	25	11	11	244
f. Rehabilitation/treatment	417	130	140	75	38	34	834
g. Riot control	458	132	126	88	21	20	845
h. Parole	92	34	26	13	7	9	181
i. Supervision techniques	434	115	127	77	38	22	813
j. Personnel code	137	33	27	32	7	13	249
k Counseling	144	36	35	17	22	17	271
l Institution rules	412	121	104	71	30	24	762
m. Working with groups	340	101	106	48	42	13	650
n. None marked	14	2	14	4	1	3	38

13. Since a main focus of the grant study is with the correctional officer, we are interested to see how this staff grouping feels about staff-training (breakdown of item # 11, above, by guard classifications ---Department-wide.)

	Senior Guard Capt. (N=7)	Capt. (N=5)	It. (N=46)	Sgt. (N=85)	Guard (N=844)	Total (N=987)
a. Should be during regular shift	1	0	14	32	337	384
b. Should receive compensatory time	2	1	13	25	283	324
c. Only if most co-workers participate	0	0	0	4	49	53
d. Interested if helps me in job here	0	5	28	62	598	693
e. Too few staff for training	0	0	0	3	81	84
f. Need [illegible] further training in my job	1	0	3	2	49	55
g. Only interested if gets recognition	0	0	0	2	38	40
h. Participate only if ordered by warden	1	0	2	8	53	64
i. Would like to participate in training	4	3	25	49	484	565
j. Feel training would be useful for me	5	3	31	52	579	670

14 Another study concern was with the relationship existing between time in present assignment, and selected attitude-items related to staff training. For this table, the entire 1282 member respondent group is included.

How long in present assignment	Under 1 year	1-5 Years	6-10 Years	11-15 Years	16-20 Years	21-25 Years	Over 25 yrs
	(N=343)	(N=594)	(N=171)	(N=991)	(N=38)	(N=17)	(N=6)
a. Feel training would be useful for me------	283	392	93	34	15	5	4
b. Need no further training for my job---	9	78	14	11	4	3	1
c. Interested if training helps my job here-----	255	425	122	51	21	11	1
d. Would like to participate in training------	240	332	89	25	11	3	3

(Note: above numbers represent choices made on any-or-all basis by respondent; see item # 11 above.)

15. The same operation as in #14 above was applied to the relationship between Length of Department service, and the selected attitude-items related to staff-training.

(Length of Department Service ---→)	Under 1 year (N=225)	1-5 years (N=491)	6-10 years (N=245)	11-15 years (N=157)	16-20 years (N=83)	21-25 years (N=37)	Over 25 years (N=39)
a. Feel training would be useful for me------	192	342	162	72	33	16	16
b. Need no further training for my job--------	6	10	10	13	11	7	3
c. Interested if training helps me in job here---	161	368	183	92	49	21	17
d. Would like to participate in training------	162	302	134	62	26	11	12

16. Our survey respondents indicated that 118 felt their jobs were most concerned with some form of administration. Since these respondents presumably are directly involved in policy-making and implementation decisions (including those centered on staff-training) we sought their attitudes towards such training. Respondents had the choice of check-marking any, all, or none of these items. (N=118).

a. Should be during regular shift hours------------------ 49

b. Interested if training helps in job here------------------ 81

c. Too few staff for training------------------------ 8

Regarding training content areas, our administrative respondent group marked the following:

d. Security measures-------------92

e. Inmate personality--------------42

f. Rehabilitation/treatment--------69

g. Counseling----------------------35

h. Working with groups------------46

i. Supervision---------------------63

THE QUESTIONNAIRE

The survey questionnaire was specifically designed for use in Department adult correctional institutions. Content was formulated in terms of the project study and was, in no formal sense, a depth study of the subject. Rather, our aim was the obtaining of (1.) Limited demographic data about staff; (2.) indication how staff feels about staff-training for themselves and their peers; (3.) self-perceived training content needs; and (4.) an indication of previous involvement in staff training programs.

Format was purposefully kept simple. Terminology, while appearing somewhat vague at points to the 'outsider', is meaningful to the respondent. Since we are only seeking general tendencies, the fine semantic distinctions so important in some types of research are of no significant concern here.

STAFF QUESTIONNAIRE

In preparing staff-training programs for correctional personnel, the Center for the Study of Crime, Delinquency, and Corrections at Southern Illinois University and your employer are seeking some basic information about all employees working in this field. The questions which follow will help us plan for staff-training in the coming months which can be most useful for people in jobs like yours. Since we are only interested in final averages, your name is not needed on the questionnaire. Your time and interest in completing this questionnaire is appreciated. When finished answering, return this questionnaire to the supervisor who gave it to you.

George W. Kiefer

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Project Director
State In-Service Training Program
for Correctional Personnel

(This project is sponsored by the Office of Law Enforcement Assistance, U.S. Department of Justice; Southern Illinois University; Illinois Department of Public Safety; and cooperated with by a number of local organizations.)

QUESTIONNAIRE

Mark the box having the answer closest to being correct.

1. What is your present age?	Under 21 years	☐	1a.
	21 - 30 years	☐	1b.
	31 - 40 years	☐	1c.
	41 - 50 years	☐	1d.
	51 - 60 years	☐	1e.
	Over 60 years	☐	1f.
2. How long have you worked for the Illinois Department of Public Safety?	Under 1 year	☐	2a.
	1 - 5 years	☐	2b.
	6 - 10 years	☐	2c.
	11 - 15 years	☐	2d.
	16 - 20 years	☐	2e.
	21 - 25 years	☐	2f.
	Over 25 years	☐	2g.
3. How long have you worked at this institution or facility?	Under 1 year	☐	3a.
	1 - 5 years	☐	3b.
	6 - 10 years	☐	3c.
	11 - 15 years	☐	3d.
	16 - 20 years	☐	3e.
	21 - 25 years	☐	3f.
	Over 25 years	☐	3g.

4. If you have worked for any other institution of the Department, give its name:

____

5. What is your present job title? (examples: guard, caseworker, teacher, industry teacher, and so on)

____

6. What is your present rank? (examples: guard, sergeant, social worker, sociologist II, and so on)

____

7. Which of the following items is your job most concerned with? (Mark more than one if necessary.)

Security	☐	7a.
Social Service	☐	7b.
Farm	☐	7c.
Industries	☐	7d.
Education	☐	7e.
Medical	☐	7f.
Administration	☐	7g.

8. How long have you been in your assignment in your present job?

Under 1 year	☐	8a.
1 - 5 years	☐	8b.
6 - 10 years	☐	8c.
11 - 15 years	☐	8d.
16 - 20 years	☐	8e.
21 - 25 years	☐	8f.
Over 25 years	☐	8g.

9.	Did you complete a training program when you first started working for the Illinois Department of Public Safety?	Yes	☐	9a.
		No	☐	9b.
10.	Have you received any type of further training since first being employed by the Department?	Yes	☐	10a.
		No	☐	10b.

11. If your answer is yes, mark all that apply below and briefly describe it on the next line, and tell what year.

-----meetings ☐ 11a.

(description) ____________________

----in-service ☐ 11b.

(description) ____________________

---college ☐ 11c.

(description) ____________________

----supervisory ☐ 11d

(description) ____________________

---correspondence ☐ 11e.

(description) ____________________

----high school ☐ 11f.

(description) ____________________

------on-the-job ☐ 11g.

(description) ______________________________

-----weapons/marksmanship ☐ 11h.

(description) ______________________________

----other ☐ 11i.

(description) ______________________________

12. Have you been in military service?

Yes ☐ 12a.
No ☐ 12b.

13. If your answer above is "yes", did you have military police training or experience?

Yes ☐ 13a.
No ☐ 13b.

14. What is the highest grade of school that you have completed?

Less than 8th grade ☐ 14a.
8th grade ☐ 14b.
Some high school ☐ 14c.
High school diploma ☐ 14d.
Some college ☐ 14e.
A.A. diploma ☐ 14f.
4-yr. college diploma ☐ 14g.
Advanced college degree ☐ 14h.

15. Which of the following expresses your feeling about participating in staff-training in the future? (Mark all answers expressing your feelings.)

15a. ☐ should be during regular shift hours
15b. ☐ should receive compensatory time
15c. ☐ only interested if most of my co-workers participate
15d. ☐ interested if training helps me in my job here
15e. ☐ only interested if get some recognition for it
15f. ☐ too few staff for training
15g. ☐ need no further training for my job
15h. ☐ will participate only if ordered to do so by warden
15i. ☐ would like to participate in training
15j. ☐ feel that training would be useful for me

16. Which of the following subjects do you feel would be good training topics for people working here in jobs like yours? (Mark as many as you feel is necessary.)

16a. ☐ Security measures
16b. ☐ Information about inmate's personality
16c. ☐ Institution procedures
16d. ☐ Civil rights
16e. ☐ Criminal law
16f. ☐ Rehabilitation and treatment
16g. ☐ Riot control

16h. ☐ Parole

16i. ☐ Supervising the inmate

16j. ☐ Personnel code

16k. ☐ Counseling

16l. ☐ Institution rules

16m. ☐ Working with groups of inmates

Thanks again for your help.

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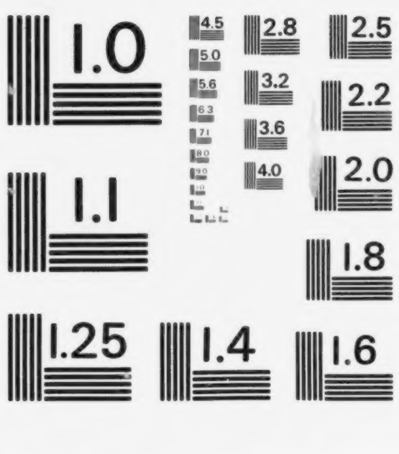
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9. **Did you complete a training program when you first started working for the Illinois Department of Public Safety?**

Yes ☐ **9a.**
No ☐ **9b.**

10. **Have you received any type of further training since first being employed by the Department?**

Yes ☐ **10a.**
No ☐ **10b.**

11. **If your answer is yes, mark all that apply below and briefly describe it on the next line, and tell what year.**

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(description) ____

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(description) ____

---college ☐ **11c.**

(description) ____

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(description) ____

---correspondence ☐ **11e**

(description) ____

----high school ☐ **11f.**

(description) ____

------on-the-job ☐ 11g.

(description) ______________________________

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(description) ______________________________

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		8th grade	☐	14b.
		Some high school	☐	14c.
		High school diploma	☐	14d.
		Some college	☐	14e.
		A.A. diploma	☐	14f.
		4-yr. college diploma	☐	14g.
		Advanced college degree	☐	14h.

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